

Original Research Article

# A Study on the Backwash Effect of International Talent English Exam on Students' English Learning—Teaching Based Backlash Promotes Student Learning Strategy Adjustment

Ran Jiang<sup>1</sup>, Yiran Chao<sup>1</sup>, Qianjun Li<sup>1</sup>, Yan Yang<sup>1</sup>, Yinghua Gu<sup>1\*</sup>

<sup>1</sup>English Department, North China Electric Power University, Baoding, China

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**Abstract:** With the acceleration of globalization, English has become the main language for international communication, and various English exams have also emerged. The International Talent English Examination (ETIC), also known as the National Talent Examination, is a standardized examination that evaluates students' English proficiency. Its implementation has a direct impact on their English learning. On the basis of literature review, questionnaire survey, interview, and classroom observation, this study comprehensively adopts a data analysis method combining descriptive statistics and qualitative analysis to explore the backlash effect of the National Talent Examination on student English learning, that is, to clarify the impact of ETIC on student English learning, and how to promote student learning through exam feedback.

**Keywords:** International Talent English Exam; Reversal effect; Teaching backlash; English proficiency certification; Workplace applications; Comparative analysis.

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## INTRODUCTION

### 1. Research Background

With the continuous deepening of globalization, the importance of English as the main language of international communication is becoming increasingly prominent. In this context, the English Test for International Communication (ETIC) has emerged, which aims to evaluate students' English proficiency in the workplace, foreign trade, and other fields, providing support for their competition on the international stage. Therefore, exploring the backlash effect of ETIC on students' English learning is of great significance for improving their English proficiency.

### 2. Research Review

In the past few decades, domestic and foreign scholars have conducted extensive and in-depth research on the backwash effect of language tests, including analysis of international English exams such as ETIC. These studies mainly focus on the reliability, validity, and influencing factors of exams, and have produced many meaningful theories. However, although these studies provide us with rich research perspectives and foundations, there are still some gaps, such as the specific pathways through which ETIC affects students' English learning, and the impact on students from a teacher's perspective.

### 3. Research Significance

This study aims to comprehensively and deeply explore the backwash effect of ETIC on students' English learning. Through empirical research, we hope to reveal the impact of ETIC on students' attitudes, methods, strategies, and other aspects of English learning. This helps us to have a more comprehensive understanding of the washback effect of ETIC and provides some reference for students to improve their English proficiency.

### 4. Research Topic

This study will revolve around the following core themes: Firstly, analyze the characteristics of ETIC exams and their requirements for student English learning; Secondly, explore the direct impact of ETIC on students' English learning and the indirect impact of teachers adjusting the classroom based on student situations on students; Finally, summarize the direct and indirect backlash effects of the exam on students and provide suggestions. Through the above research, we hope to provide useful references and insights for students' English learning.

\*Corresponding Author: Yinghua Gu

English Department, North China Electric Power University, Baoding, China

## METHODS

### 1. Research Ideas

In the early stage of project initiation, the team initially sorted out the research ideas, expected to carry out from four aspects: clarifying the purpose and significance ->sorting out existing data ->specific research design ->summarizing research results. The following is a specific discussion:

Firstly, we have clarified the research objectives and significance. The International Talent English Test, as an important language test, cannot be ignored for its backlash effect on students' English learning. Through in-depth research, we have gained a better understanding of how this exam affects students' attitudes, methods, and effectiveness in English learning, as well as how it promotes more targeted training of international English talents for universities. At the same time, the project research also advances from the perspective of relevant teachers, such as exploring the corresponding teaching strategies and improvements made by university English teachers in response to the emergence of the national talent exam in the context of international talents, and further from classroom guidance to the backlash effect on student English learning.

Secondly, we have reviewed relevant literature and theories. The washback effect is an important concept in the field of language testing, which refers to the impact of language testing on language teaching and learning. Therefore, we provide theoretical support and reference for the research on the backlash effect of international talent English exams by drawing on the achievements of domestic and foreign scholars in the research of backlash effect, especially for other large-scale exams such as the College English Test and the English Proficiency Test Band 4 and Band 8.

Next, we designed specific research methods. This includes identifying research subjects (such as students taking the International Talent English Examination and teachers engaged in relevant national talent examination programs), methods of data collection (such as questionnaire surveys, interviews, observations, etc.), and methods of data analysis (such as descriptive statistics, causal analysis, etc.). Through these methods, we systematically collected and analyzed data to draw conclusions about the backlash effect of international talent English exams on student English learning. Meanwhile, during the research process, we also try to pay attention to some possible challenges and limiting factors as much as possible. For example, individual differences in students and differences in teaching environments may have an impact on research results. We need to control these variables as much as possible to improve the accuracy and reliability of the study.

Finally, we summarized the research findings and proposed specific suggestions and prospects. Through the study of the backlash effect of international talent English exams on students' English learning, we have identified the existing problems and shortcomings, and proposed corresponding improvement measures. At the same time, we look forward to future research directions and trends, providing useful references for future research.

### 2. Research Methods

This study adopts a combination of quantitative and qualitative research methods to ensure the comprehensiveness and accuracy of the study. Specifically, it includes the following two methods:

**(1) Questionnaire Survey Method:** Design a questionnaire survey targeting various groups, such as students and teachers from different grades and majors. Collect information on students' views and understanding of ETIC, the impact of this exam on their English learning, their changes in English learning, and the changes and improvements made by teachers in response to the cultivation of international English talents, in order to provide sufficient background information for the subsequent promotion of the project. In the middle and later stages, statistical analysis of questionnaire data will also be conducted to reveal the specific impact of ETIC on student English learning and teacher English teaching.

**(2) Interview Method:** Select some students and English teachers for in-depth interviews to understand their views, feelings, and specific practices in the teaching process of ETIC. Further validate and supplement the results of the questionnaire survey through qualitative data collected through interviews.

### 3. Selection of Research Subjects

The subjects of this study include students taking the ETIC exam and English teachers teaching these students. To ensure the breadth and representativeness of the study, we selected students from different schools, grades, and English proficiency levels as the research samples. At the same time, English teachers with rich teaching experience were also invited to participate in the research.

### 4. Specific Research Process

The team mainly divided the research into four stages, namely preparation stage, data collection stage, data analysis stage, and result presentation and discussion stage. In the preparation stage, we designed a detailed questionnaire survey and interview outline, and made preliminary plans for research methods and data. At the same time, we also conducted in-depth reading and sorting of relevant literature to ensure a solid theoretical foundation for the research; In the data collection stage, questionnaires are distributed online and in paper form to collect information on students' views on ETIC and the impact of exams on their English

learning. At the same time, we also conducted in-depth interviews with some students and English teachers to understand their specific practices and feelings; In the data analysis stage, we conducted statistical analysis on the collected questionnaire data to reveal the impact of ETIC on students' English learning and the indirect impact of English teaching adjustments by teachers on students' English learning in the context of the National Talent Examination. At the same time, organize and analyze interview data, extract key information, and verify and supplement with questionnaire data; In the final results presentation and discussion stage, based on the results of data analysis, we write a research report that integrates the direct backlash effect of the National Talent Examination on students' English learning and the indirect impact of relevant teaching adjustments on students' English learning under the background of National Talent, and draw corresponding conclusions. At the same time, conduct in-depth discussions and analysis of the research results, and propose targeted suggestions and improvement measures.

Throughout the entire research process, we strictly followed scientific research methods and norms to ensure the authenticity of data and the reliability of research. At the same time, we also focus on the practical application value of our research, aiming to provide useful reference and inspiration for English teaching reform and student English learning.

## RESULTS

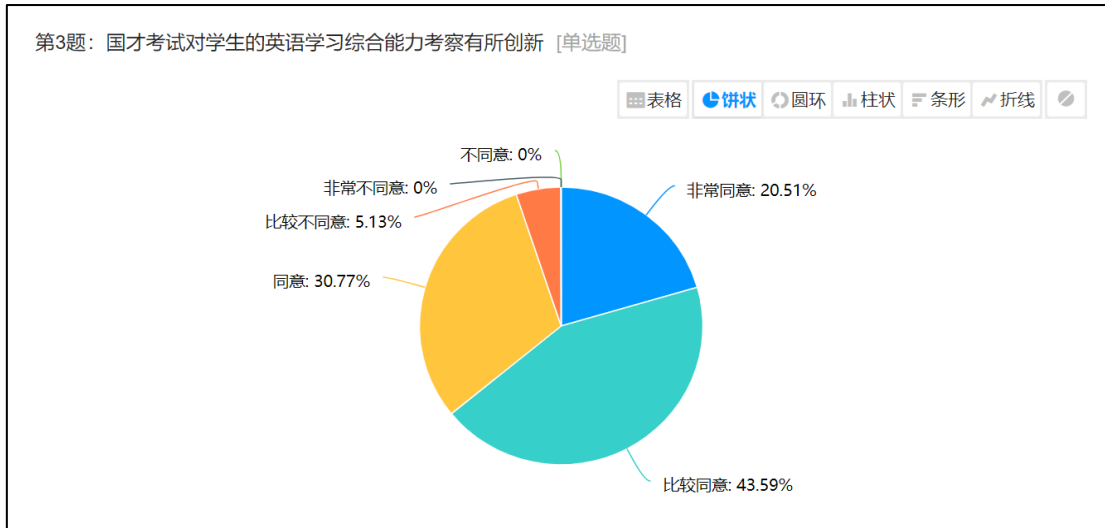
The aim of this study is to explore the backlash effect of international talent English exams on teaching and learning. Through in-depth investigation, data analysis, interviews with teachers and students, and observation of teaching practices, we analyzed the positive impact of the National Talent Examination on classroom teaching methods, student ability improvement, and teaching effectiveness evaluation. We conducted this survey through questionnaires and on-site interviews. Under the influence of the National Talent Examination, Teacher An Guoping (an in-service university English teacher) adjusted his classroom teaching methods and placed more emphasis on practical topics and personal ability display, promoting students to improve their application abilities in practice. Through the adjustment and guidance of teachers, students have improved their speech ability, application ability, and ideological and political understanding, although the degree of improvement varies among individuals.

Teachers use quantitative and qualitative survey feedback mechanisms to understand the learning status and needs of students, in order to adjust teaching strategies and improve teaching effectiveness. The national talent examination has played a positive role in promoting innovation in teaching methods, enhancing student abilities, and evaluating teaching effectiveness. It is recommended that teachers adjust teaching content and methods in a timely manner based on student feedback, achieve personalized teaching, improve teaching effectiveness and student ability level.

第2题: 您认为在当今国际化背景下, 传统的英语通用教材已经无法满足新时代学生学习的需求 [单选题]

选项	小计	比例
非常同意	10	25.64%
比较同意	19	48.72%
同意	7	17.95%
比较不同意	3	7.69%
不同意	0	0%
非常不同意	0	0%
<b>本题有效填写人次</b>	<b>39</b>	

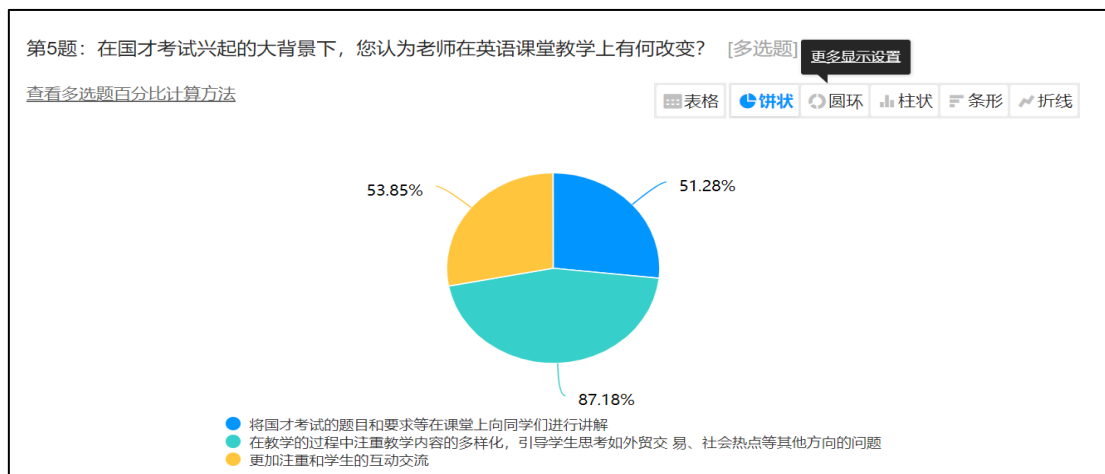
Through questionnaire survey, it was collected that students generally have ideas that do not approve of traditional English textbooks



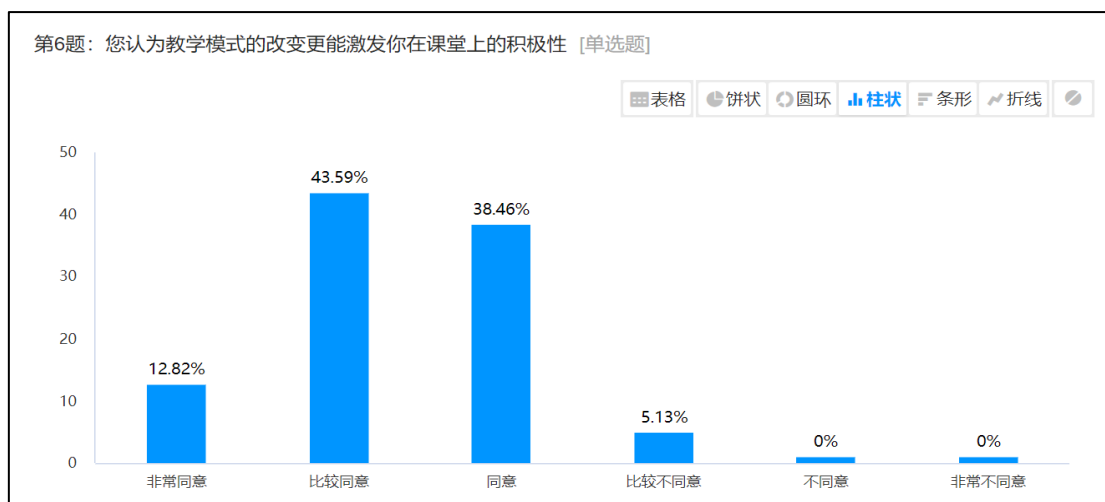
Through the questionnaire survey method, it was found that students are more satisfied with the comprehensive assessment of the National Talent Examination.

1. More than 90% of students, realizing that

traditional English textbooks cannot meet the demand for talents in the new era, believe that the international talent English exam can to some extent highlight the assessment of comprehensive abilities.



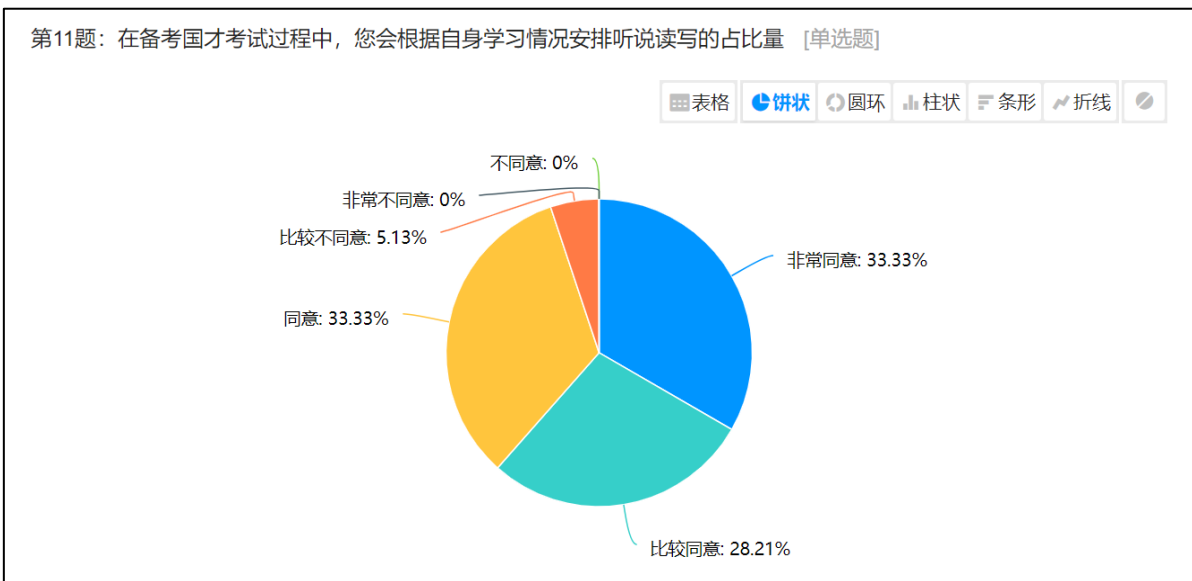
Understand the adjustment of teaching strategies after teaching backlash through questionnaire survey method

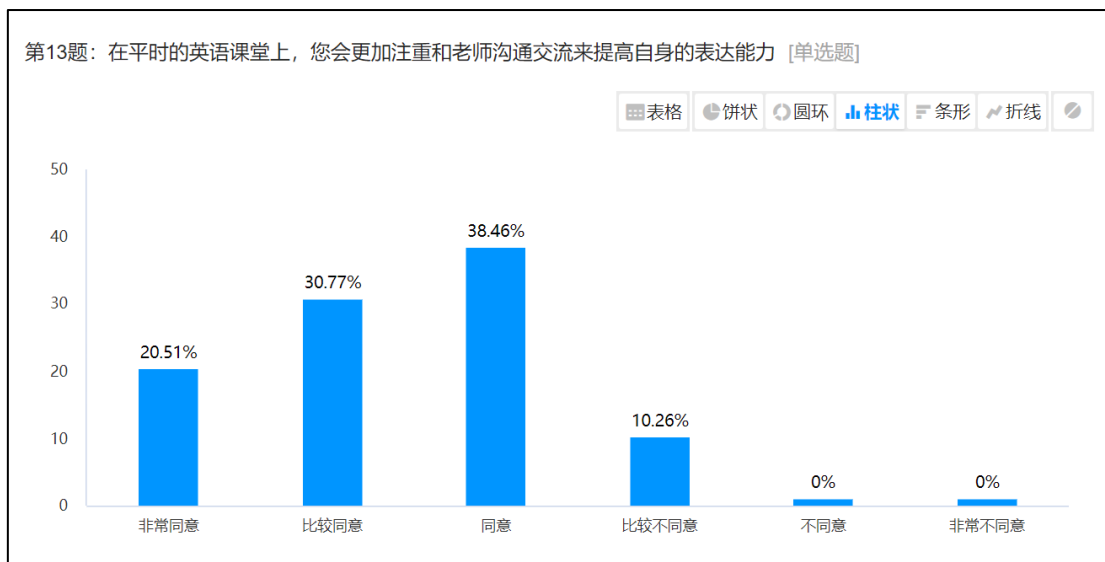


Students generally agree that teaching backlash can bring learning enthusiasm and achieve learning backlash

- More than 80% of teachers will include explanations on the content of the National Talent Examination in the classroom, and more than half of teachers will pay attention to the diversification of teaching content in the

teaching process, guide students to think about hot topics outside of the textbook, and pay more attention to communication with students. In this situation, more than 90% of students have improved their classroom enthusiasm compared to before. This reflects the impact of passing the national talent examination on teachers, and students will also be influenced by teachers.





The above four images reflect the uniqueness of the National Talent Examination from different perspectives.

- More than 90% of students will develop personalized learning methods and models based on their preparation or completion of the national talent exam, and improve their expression skills through communication and exchange with teachers. This indicates that students and teachers have more communication and interaction due to the national talent exam.
- The study interviewed Teacher An Guoping and conducted in-depth discussions on his understanding of the National Talent Examination and the adjustments he made in teaching based on its characteristics. Teacher An Guoping pointed out that the National Talent Examination focuses on cultivating students' practical English abilities, which is different from traditional English exams and focuses more on workplace applications.

Teacher An stimulates students' interest in learning and improves their practical abilities in teaching by introducing practical cases and simulating the workplace environment. In classroom teaching, PBL projects and OBE results oriented teaching methods are adopted, emphasizing the cultivation of students' practical abilities, such as speaking ability and group presentations. Moreover, teachers collect student feedback through regular surveys, questionnaire feedback, personal interviews, and continuously adjust teaching content and methods to improve teaching effectiveness. Teachers adjust classroom teaching based on student feedback and plan to introduce more quantitative evaluation tools to improve student learning quality and teaching effectiveness.

Through interviews and observations, it can be concluded that under the background of the National

Talent Examination, Teacher An Guoping has effectively improved students' practical English abilities through the linkage of teaching innovation and student feedback. Teacher An's teaching method emphasizes flexibility and personalization, which can stimulate students' learning enthusiasm and improve their practical abilities. By continuously adjusting teaching strategies and paying attention to the needs of students, Teacher An has laid a solid foundation for their comprehensive development.

In future teaching practice, it is recommended that teachers continue to pay attention to the development trend of international talent English exams, continuously update teaching content and methods to meet the requirements of the exams. At the same time, teachers should attach importance to the personalized needs of students, focus on cultivating their practical and cross-cultural communication abilities, in order to better adapt to the challenges of the future workplace.

At the same time, we also interviewed students who participated in the National Talent Examination. They mentioned that after taking the exam, the biggest feeling for students was that their communication skills needed to be strengthened and they paid more attention to international topics. We can draw the following conclusion from the interview:

Students have gained an emphasis on comprehensive abilities from the national talent examination. They realize that their communication and language organization skills, analytical and problem-solving abilities, as well as international perspectives and negotiation and cooperation abilities need to be improved. Students emphasize the importance of training in oral expression in their daily learning, and recognize the ability to solve problems and the importance of international communication.



After completing the national talent exam, students' learning methods have a sustained impact on their English learning. Although they did not consciously study the content of the National Talent Examination, their learning methods gradually integrated into the long-term English learning process. Students pay more attention to the application of English in daily communication and are more sensitive to cross-cultural English expressions.

In summary, the National Talent Examination has put forward requirements for students' communication and language organization abilities, problem-solving and analysis abilities, as well as international perspectives and negotiation and cooperation abilities. Through the experience of exams, students realize their shortcomings in these areas and pay attention to relevant training and application in daily learning. This result has a positive impact on students' English learning and personal development.

## CONCLUSION

After conducting in-depth research on the backlash effect of the International Talent English Test (ETIC) on students' English learning, our team has come to the following conclusion: as an international English test, ETIC not only comprehensively evaluates students' English proficiency, but also invisibly promotes their enthusiasm and autonomy in English learning. Moreover, by promoting teacher improvement in the classroom, it indirectly promotes students' English learning.

The pressure and motivation of exams encourage students to pay more attention to the practical application of English, adjust their learning attitudes and strategies, and improve the efficiency and quality of English learning; At the same time, ETIC also provides

new directions and ideas for English teaching, prompting teachers to pay more attention to cultivating students' practical application skills and cross-cultural communication abilities.

This study has important guiding significance for future students' English learning. For students, on the premise of clarifying the true goal of English learning, they should pay more attention to improving their practical application ability and cross-cultural communication ability, and gradually improve their English proficiency through continuous practice and learning.

Overall, as an international English exam, ETIC has a significant backlash effect on students' English learning. We need to fully utilize its positive effects to promote students' English learning.

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