

Making Speaking Exam Preparation Authentic & Meaningful



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BASIC DEFINITIONS (*used about testing, and/or in this talk*)

Match a term on the left with its definition on the right.

- | | | | |
|---|--------------------------|---|--|
| 1 | <i>Backwash – C</i> | A | the Office for Standards in Education, Children's Services and Skills: school inspections & the regulation of educational services |
| 2 | <i>CEFR</i> | B | 'the accuracy with which' an assessment measures what it is supposed to measure |
| 3 | <i>validity</i> | C | can be used interchangeably with washback |
| 4 | <i>impact</i> | D | the influence of testing on teaching and learning |
| 5 | <i>washback</i> | E | the harmful consequences of a test, e.g. instruction is based too heavily on test preparation at the expense of content learning |
| 6 | <i>negative washback</i> | F | how test use affects society, an education system, and individuals; macro level: in terms of the societal or educational system; micro level, in terms of the individuals (e.g. teachers, students) |
| 7 | <i>OFSTED</i> | G | the Common European Frame of Reference – a proficiency scale from A1 (Basic user) to C2 (Proficient user); includes 'can-do' statements |
| 8 | <i>positive washback</i> | H | the consistency of scores or test results; e.g. if a student took the same test the following day, would the test results be the same? |
| 9 | <i>reliability</i> | I | when a test encourages 'good' teaching practice, e.g. as well as preparing for an oral proficiency test, students also develop improved speaking skills; when a test promotes a connection between standards and instruction |

Euroexam Level B2 – SPEAKING – Transactional Dialogues, Task Three

"In this part of the test you must say something that is appropriate to say in a situation. Read each card and follow the instructions." [Each candidate receives 3 cards, one by one.]

[Suggest the meeting] >

[Response] >

[Comment]

You have to arrange a meeting to discuss something with a colleague. Suggest a meeting tomorrow at 3pm, in room 671.

Preparation Tasks:

- Audio text: Who are the speakers? Where are they?
- Rewrite conversation – more / less formal
- Give just one side of dialogue; students write other side
- Handout 3 x 3-line dialogues, jumbled. Students group, & order.
- Look at the 3-line dialogues: underline stressed words



Euroexam Level B2 – SPEAKING – Picture Story, Task Two

The story starts like this: "As usual on Mondays, Tim's alarm clock went off at 7 o'clock."



(+ 6 more pictures, not included here)

Favourite story-telling / Preparation Tasks:

Use a series of pictures; sts invent a story

Before / after stories (1 picture); compare

Round-the-class stories

Students 'draw' their weekend > develop a story > match texts + pictures

Re-order jumbled stories

Euroexam Level B2 – SPEAKING

Dialogue, Task Four

Preparation Tasks:

What are some issues you have to deal with when you start a new job?

- e.g. *new colleagues*
-
-
- etc.

Group phrases according to function, e.g.
3 groups: *inviting* / *accepting* / *declining*.

Put useful phrases on cards. Share them out. Student turn them over when they use them.

- ☐ Make a list of useful phrases on cards.
- ☐ Ask a 3rd student to tick them off, or ...
- ☐ .. indicate who use them during the conversation.

(re-order): phrases Jumble in words. them re-order Students.

Ask students to underline which words are stressed.

Bibliography / References

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Euroexam preparation ideas: www.euroexam.com/exam-preparation-classroom-activities

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