

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</i> – C | A | tests where the consequences (pass / fail) are very important to the test-taker |
| 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>high-stakes testing</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]
(student) < < <
(examiner) < < <
(student)

You meet your friend after your English class. Suggest you go for a meal somewhere.

Preparation Tasks:

- Audio: 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 Dialogue, Task Four

What are some of the things you could do to be [more] environmentally friendly?

- e.g. *use less water at home*
-
-
- etc.

Preparation Tasks: (5 ideas, A-E)

A Group phrases according to function, e.g. 3 groups:

inviting / accepting / declining: "Would you like to..." / "Thanks, I'd love to!" / "Sorry, I'm busy."

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

C

- Make a list of useful phrases on cards.
- In 3s, 2 students have a discussion; a 3rd student ticks off phrases, or --Ask a 3rd student
- .. indicates who used them during the conversation.

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

E Ask students to underline which words are stressed.

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

Bibliography / References

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

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