Exam Preparation

Positive or negative backwash effect?

Tyndale Education

Presents

MEXICO CITY
March 21, 22 and 23, 2019
Exam Preparation
Teaching for exams?
Backwash effect...
Implications
The Positive factor – Benefits and some recommendations
Exam preparation
Teaching for exams?
In Mexico

Most schools in the private and public sectors are interested in external benchmark.

Some language proficiency tests are compulsory requirement to further career opportunities.
So many exams and so little time!
What do these statements may imply? Talk to your partner

Secundaria con TOEFL

PREPARATORIA con FIRST

Nuestros alumnos están certificados

CURSO DE PREPARACIÓN ¡Resultado garantizado!
Teachers
How about students?
self-preparation

preparation course

BOTH
Exam Preparation
Teaching for exams?

- Backwash effect
- Implications
- The Positive factor – Benefits and some recommendations
Backwash effect or Washback?

Implications
What is backwash?

Arthur Hughes, 1989

‘The effect of tests on teaching and learning’
‘Backwash can be harmful or beneficial’
How do I know?

- Only practice tests
  - Curriculum oriented towards specific exams
  - No more feedback – just items to review

+ Item analytics
  + Test informs on areas of opportunity
  + Integrated skills

NEGATIVE

POSITIVE
Exam Preparation
Teaching for exams?

Backwash effect...

Implications

The Positive factor – Benefits and some recommendations
The positive factor

Benefits and some recommendations
A case study

- 25 schools
- Located in Northern region in Mexico
- 5 states
- 2 years
- 225 teachers
A case study

- CYLE
- FIRST, PRELIMINARY and KEY for Schools
Methodology

- Classroom observations (30 min. long)
- Individual feedback
- Action plan
- TEST – TEACH
Outcome

• Better engagement with integrated skills.

• Teachers become ‘champions’ on their exams.

• Students do not feel threatened.

• Exam informs, it is not the target.
New technology – better analysis

- Faster tests
- Higher motivation
- Increased security
- More accurate
Some recommendations

• Empower your learners (future exam candidates)

  Allow them to explore the exam and collect as much information as they can prior to any input you provide.

• TEST – TEACH - TEST. But really concentrate on TEACHING integrated skills

• Different learners – different skills. Differentiate your teaching therefore exam practice. Technology can be very helpful!
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Preliminary conclusions

• Tests are not the destiny, they are just signposts on the road. Some can be warning, some are merely informative and entertaining.

• Concentrate on integrated skills, privilege higher-order thinking skills.

• Look at the indicators, but help learners to prioritize on their own interests and competencies. – ‘Symptoms are not the enemy to be destroyed’
QUESTIONS?
Thank you!

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