

advancing learning
> academic
programme



Promoting Positive Washback

Ethan Mansur

GLOBAL TEACHERS' FESTIVAL 2023

macmillan education

GLOBAL TEACHERS' FESTIVAL 2023

In the chat box

Can tests...

- increase motivation?

macmillan education

GLOBAL TEACHERS' FESTIVAL 2023

In the chat box

Can tests...

- increase motivation?
- improve language learning?
- improve language teaching?

macmillan education

GLOBAL TEACHERS' FESTIVAL 2023

In the chat box

Can tests...

- increase motivation?
- improve language learning?
- improve language teaching?
- provide life-changing outcomes for students?

macmillan education

What is washback?

The concept of washback ... refers to the extent to which a test influences language teachers and learners to do things they would not necessarily otherwise do that promote or inhibit language learning.

Messick, 1996

01

High-stakes exams create stronger washback than low-stakes ones (Alderson, 1994, 2004; Shohamy 1996; Bailey, 1996).

02

01

High-stakes exams create stronger washback than low-stakes ones (Alderson, 1994, 2004; Shohamy, 1996; Bailey, 1996).

02

There is stronger washback on materials than on teaching methodology (Cheng, 1999, 2004; Glover, 2006)

03

Different teachers will teach to very different tests in very different ways (Alderson, 2004; Burrows, 2004)

04

03


Different teachers will teach to very different tests in very different ways (Alderson, 2004; Burrows, 2004)

04

Washback can be both positive and negative (Alderson and Wall (1993), Hughes, 2004) and this may be independent from the quality of the test (Messick, 1996)

POSITIVE

- motivation





In the chat box

POSITIVE

- motivation
- satisfaction
- engagement

Jönköping, Denmark, 2020. "Positive Washback of Cambridge English Preparation Courses". 2020/21 TESOL, Austria.






In the chat box

POSITIVE

- motivation
- satisfaction
- engagement

NEGATIVE

Jönköping, Denmark, 2020. "Positive Washback of Cambridge English Preparation Courses". 2020/21 TESOL, Austria.





In the chat box

POSITIVE

- motivation
- satisfaction
- engagement

NEGATIVE

- boredom
- frustration
- anxiety

Jönköping, Denmark, 2020. "Positive Washback of Cambridge English Preparation Courses". 2020/21 TESOL, Austria.



Positive or negative?

Michiko is a high school Japanese teacher. In recent years, she has based her instruction on a coursebook for Japanese world language teachers. Michiko likes the coursebook a lot – it's age-appropriate and engaging, and she feels confident in selecting and modifying materials from it for both teaching and testing purposes. At the end of each semester, she creates a speaking test by adapting a paired dialogue exercise from the coursebook. However, Michiko has noticed that students spend too much time practising dialogues and not enough time speaking spontaneously. She is concerned that preparation for the summative assessment is coming at the cost of unrehearsed speech.

Center for Applied Linguistics "What does negative washback look like?" www.cal.org





Positive or negative?

When a new English exam was introduced, a large number of air traffic controllers failed it because they spent little or no time preparing. Very few achieved the highest mark. The training organization was appalled at the results. So they contacted a language school, which organized refresher courses. In their lessons, teachers not only dealt with language skills, but also introduced tasks used in the exam. The most original was a teacher who created activities that practiced both listening and typing skills simultaneously. The second time they took the test, all but one student passed with good marks. The students reported improving their language skills during the preparation course.

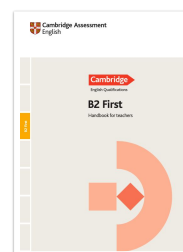
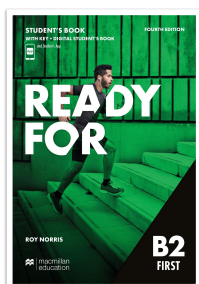
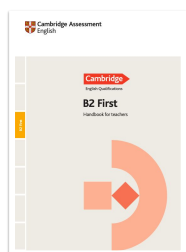
Štumberger, Karmen (2016) CAA Slovenia, The Azores Conference





Promoting positive washback in class





- Writing
- Content
 - Communicative achievement
 - Organization
 - Language



Reading and Use of English Part 1 Multiple-choice cloze

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



- | | | | |
|------------------|------------|-----------|--------------|
| 8 A discovers | B explores | C offers | D involves |
| 9 A pretty | B lots | C crowded | D full |
| 10 A stay | B visit | C eight | D arrival |
| 11 A set | B put | C got | D give |
| 12 A vision | B view | C aspect | D appearance |
| 13 A soon | B looked | C known | D heard |
| 14 A come across | B head for | C move on | D take to |
| 15 A travel | B toll | C track | D trip |
| 16 A ride | B walk | C pass | D run |

Ready for B2 First (2020) Macmillan
Education


1. Identity gaps – language or skills
2. Investigate right and wrong answers
3. Make a wrong answer right.
4. Learn more about the topic.



- ### 1. Study habits



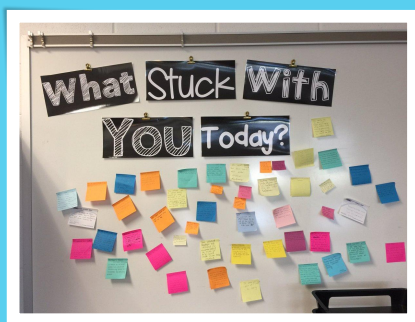
1. Study habits
2. Learning from mistakes
3. Goal setting
4. Stress management



Takeaways

- Washback
 - Research
 - Positive and negative
- Know the exam
- Learning opportunities
- Transferable skills





Q & A