

Reflection on Serbian tests and exams

Discuss the questions and write your answers and ideas in the relevant column. (Click on the "+" button to add posts. Write your group in the title of the post.)

FONDACIJA TEMPUS AUG 29, 2020 07:59AM

1) What is intended to be measured in your foreign language exams?

In most cases it's grammar and vocabulary with occasional testing of language skills (but to a smaller measure).

GROUP 3: We agree that grammar and vocabulary are tested in most cases. Even when skills, e.g. reading skills are tested, the questions often times don't focus on understanding the text, but understanding the vocabulary or some grammar structures. We would say that listening and speaking skills are neglected in most cases.

GROUP 2:

In our testing we incorporate all 5 language skills, with special focus on speaking when the context allows. Most of our language teachers and professors are familiar with CEFR model, however we have not full insight into to what extent they apply it.

In most cases grammar, vocabulary and sometimes reading comprehension and writing (real life situations such as interviews)

2) To what extent is the model of CEFR language use reflected in the exams?

Not really

GROUP 3: This depends on the teacher. In many cases, teachers are not familiar with CEFR. And even when they are, many of them find it easier to test just vocabulary and grammar.

GROUP 2:

When the the testing is closely related to recognized international tests then CEFR is closely followed, but in other cases it greatly depends on teacher's familiarity and readiness and willingness to apply the CEFR descriptors in testing.

Not really, it exists formally but not in practice

3) What competences are tested in your FL exams?

Reading competence, a bit of writing competence, sometimes (but rarely) listening, definitely grammar and vocabulary, and extremely rarely speaking competence

GROUP 3: Reading skills and writing skills are tested mostly. There's less focus on speaking and listening.

GROUP 2:

Reading comprehension skills, listening comprehension, grammar, vocabulary, writing, spoken production and interaction; translating skills.

Grammar, vocabulary, reading comprehension, writing and speaking

4) What contexts are provided in your FL exams?

Context is usually related to the topics in the textbook or if it's a more general context (everyday life), while in vocational schools, the context is usually related to the field of work.

GROUP 2:

Context is related to textbook topics, ESP topics, every day life topics (functional lang.), as well as additional readings and literature.

5) What is the evidence provided to demonstrate that the exam is at the right (CEFR) level?

It's usually what the publisher says.

6) What may be the greatest threats to reliability in your context?

GROUP 3: Students are usually familiar with the questions they can expect in their tests so sometimes it's not clear whether the tests actually evaluate their knowledge of the language or how well they are prepared for the test.

Cheating, learning by heart,

7) What error may occur in your exams? (task type, marking...)

GROUP 3: The questions can sometimes not be appropriate for the learners' level and group of students that is tested.

8) How can we be/make sure that the tasks are fair and ethical to all students?

GROUP 3: We can do a mock test to check if it's fair.
