



Seminarios didácticos para profesores de inglés B

INB Usandizga, San Sebastián • 1 y 2 de noviembre de 1996

Language B English

The workshop focussed on the programme from two angles: the examinations and course planning.

Sources of input

Participant responses to Needs analysis
Feedback on previous IBEU/AM workshops
Subject area manager
Examiner responsible
Teachers= comments May 96 session (G12 forms)

Examinations

Format

- what to expect and what (not) to do in preparing learners
- texts chosen for Paper 1 Text-handling offer a mix of text types and levels of difficulty in the activities:

Text type	Activity
easy	Easy
easy	difficult
difficult	easy
difficult	difficult

Teachers can reflect this in their teaching

Internal assessment

- Listening to tapes which exemplified good/poor learner performance good/poor teacher performance
- Listening to and comparison of marking of tapes with actual marks received
- Administrative details concerning quality of recordings, labelling of tapes, candidates identification on tapes,
- Listening
- Written production: Reading and comparison of participants marking of scripts with actual marks received
- Standards: Grade awarding procedures: reliability, validity, comparability, transparency, deliverability, internationalism

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Course planning

for Spanish and Portuguese speaking learners in non-english speaking environments

- Aims and objectives of the programme
- State of the art in Text-handling paper-setting
- Text-handling skills (Grellet)
- Themes
- Resources
- Materials
- Text types (Pincas)
- Sample unit on Exploring Leisure: Tourism. Prepared by Deputy examiner responsible David Ripley
- Literature, the role of:
 - With special reference to Subsidiary level
 - difficulties inherent in
 - novels
 - short stories
 - poetry
- Classroom activities carried out by participants
- Bibliography
- Mixed ability groups

General conclusions of participants

Positive aspects included

- >To find myself in the role of pupil again having to perform tasks=
- >Receiving information about examination assessment criteria which was practical and of value for teaching=
- New ideas to use in the classroom
- >Different material ie literature, poems=
- >Sharing experiences, listening to other teacher=s comments=
- receiving background information viz other languages B

Specific recommendations of Workshop leader

Teachers should be encouraged to use more literary works in >manageable= doses. They should select

- poetry
- short stories
- selected extracts of longer works but not all of the book

They could work on

- long term programming of works
- a language-centred approach
- teaching should focus on Language B English as a first Foreign Language course and not a second language course

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Program

Friday 1 November

09.00-09.30	Registration
09.30-10.00	Formal opening session
10.00-11.30	May '97 exams Grade award: What is it and how does it happen?
11.30-12.00	Coffee
12.00-13.30	
13.30-15.00	Lunch
15.00-16.30	Oral skills: teaching and marking
16.30-17.00	Coffee
17.00-18.00	Extended essays: Question & answer session

Saturday 2 November

09.00-10.30	Course design: priorities and possibilities
10.30-11.00	Coffee
11.00-12.00	Oral skills: admin and organisation
12.00-12.30	Coffee
12.30-14.00	Written skills:
14.00-15.30	Lunch
15.30-16.45	Written skills:
16.45-17.00	Coffee
17.00-17.30	Evaluation and conclusions
17.30-18.00	Closing session
20.00	Farewell dinner

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