



In order to gather the information for this report, we set up a NEVERENDINGWHEEL activity. We divided the members of the group into twos and threes, at random; we then established the order in which the groups would work, also by drawing lots. From then on, each group knew which session(s) it was their responsibility to report on. At the beginning of one session, one or other of the groups read their written feedback on the previous session. Reading the feedback lasted a maximum of five minutes, and group members shared the task equally among themselves. We noted down all the feedback to write this report.

***If I should meet thee
After long years
How should I greet thee?
[Lord Byron]***

We learned that many of the participants had been missing INFORMATION routinely provided by IBCA, such as Subject reports, the Group 2 Review reports, and Group 2 review questionnaires. Some did not know that they had the opportunity to send Feedback after each examination session through the G12 feedback forms. We stressed that all of this information is sent to the IB coordinators in each school, and that in the first instance teachers should try to obtain all of these documents from them.

We carried out a 'FIND SOMEONE WHO...' activity that was interesting, because we learned about each other as people, as well as learning about our knowledge and experience of IB. And, we learned that this type of activity is best kept short!

***Hear the voice of the Bard
Who present, past and future sees
[William Blake, Songs of Experience]***

We learned about the GROUP 2 REVIEW, and about the extent of work that had been carried out to date. We heard about the composition of the working party that has been responsible for the review, and about how English B fits into the wider picture alongside the other languages B.

We found out about some of the possible changes in the Language B programme likely to come out of the review. We found that most of these would have relatively little impact on our actual teaching, particularly because only one member of our workshop group teaches Higher level; the remainder all teach Standard level only. We were given copies of a draft report due for final revision before publication, and

were told that a questionnaire would accompany the report when it was sent to us. We were encouraged to complete the questionnaire.

We talked about the Assessment system in general terms, and learned about the INDIVIDUAL SCHOOL REPORTS, and the value that they have. We understood, though, that these have to be paid for unless a school is participating in the IB for the first time. We found that these reports can be useful to orient a school, a new teacher, or a school or teacher who IBCA believes to be facing a significant challenge.

We asked about EXAMINATION STRATEGIES, and about how to help students prepare specifically for the exams. We were not surprised to receive the answer: 'Read, write and listen'. We then looked at some common sense EXAM TIPS, and examined a course book that makes a special feature of these: Barry, Marian. 1998. *Success International. Student's Book. English skills for IGCSE*. Jersey, Channel Islands: Georgian Press.

***There are nine and sixty ways of constructing tribal lays
And – every – single – one – of – them – is – right!***
[Rudyard Kipling, In the Neolithic Age]

***The last thing one discovers in writing ... is what to put
first***
[Blaise Pascal]

We described a strategic approach to WRITTEN EXPRESSION papers that involves identifying the essential components of each task: task contents, readership, text type, and degree of formality. We outlined the importance of making a written plan of the task before answering it. From this starting point, we went into the core structure of texts and highlighted narrative structure as the essence of all text types. We exemplified this by looking at the May 2000 Standard level Paper 2, and found that there really are nine and sixty ways of writing the same texts, because all of them are basically variation on the narrative structure.

We carried out a narrative writing activity based on proverbs, which we could use in our own classrooms. We discussed ways of developing REVISION WRITING activities to increase learner awareness of the similarities and differences between text types. We took note of the importance of using a consistent register, appropriate to each text type.

In this context, we listened to a brief description of the MODERATION process that takes place when examinations are being marked, and heard about 'AT RISK' candidates, about the ENQUIRY UPON RESULTS system, and about REMARKS WITH OR WITHOUT REPORTS. We noted that remarks have to be paid for by the learner or the school that requests them. We identified the importance of REVISING in written production and emphasized the fact that REVISION MEANS LEARNING. We discussed using good journalistic in taking a single topic and re-casting it in different text types. A news story can be rewritten from different points of view: as a

letter from one of the people involved; as a diary entry of one of the parties; as formal report, giving an account of what happened.

We read some scripts from previous exam sessions and marked them ourselves, comparing our marking with that of the examiners, and reading the commentary on the scripts.

***'Pray, my dear, have you not forgot to wind up the clock? –
'Good G..! Did ever anyone, since the creation of the
world, interrupt with such a silly question?
[Adapted from Laurence Stern, Tristram Shandy]***

***Before they get up, they do not know what they are going
to say; when they are speaking, they do not know what
they are saying; and when they sit down, they do not know
what they have said. [Winston Churchill]***

We asked ourselves why it is that teachers interrupt with silly questions, and described appropriate teacher interventions in oral interviews. We highlighted the importance of good rapport between teacher and learner.

Our approach to giving learners feedback on their oral activity could be enhanced by an exercise called the NEVERENDINGWHEEL (Bobb Wolff & García de los Salmones 2000). The activity involves establishing a process by which all learners in a class prepare and enact role-play activities on a continuous basis throughout the year. In our workshop, we used a similar process to gather the information from which this report was written.

We talked in detail about the preparation of tapes for MODERATION of INTERNAL ASSESSMENT. We stressed that teachers should take care over the tapes they choose. They should read the instructions for selecting tapes, and make sure they prepare the sample adequately so that it is a representative sample of marks awarded. They should even listen to the tapes in the sample again, before sending them, to check the quality of the recording, the appropriateness of the interview, and the clarity of identification of the candidates. We reminded ourselves that we must be careful to make sure that the tapes are clearly labelled.

We then continued by talking over the question of the Moderator's objectives in listening to the tapes and moderating them. We further explained how the MODERATION FACTOR is introduced into the candidates' marks.

The subject of the DOSSIER and of oral evaluation through dossiers came up. The value of using a dossier as a source of authentic, learner-centred material for a more natural interaction in the interview was stressed. We listened to a proposal about the use of dossiers in the class based on the suggestion that a dossier can be introduced for one coursebook unit, say, of only 10 hours teaching. It was proposed that the dossier could represent various aspects of a candidate's work, and that this

could be a source of materials for an interview. We were encouraged to try out dossiers during the current academic year, in the limited, controlled way suggested.

We noted a proposed structure for a dossier that would involve the following texts: a student-oriented introduction, a piece of compulsory work proposed by the teacher; a piece of personal writing, or a reading text chosen by the learner, which could serve as the basis for an oral interview; an piece of reflective writing, such as a "Dear Diary" essay in which the learner writes about what the dossier and its contents mean to them; a conclusion, written by the learner for the teacher, or for their classmates, on the dossier and its contents.

We listened to some tapes from earlier examination sessions and marked them. We then compared our evaluation of the tapes with that of the examiners and read the commentary provided.

Do not read as children do, to amuse yourself, or like the ambitious, for the purpose of instruction. No, read in order to live. [Gustave Flaubert]

We began this session by rewriting our quotation in the affirmative:

Read, as children do to amuse themselves, and like the ambitious, for the purpose of instruction. Read in order to live!

We discussed the changes that the Review might introduce, and noted that in some ways the Written comprehension paper would resemble the examination as it was ten years ago, in the previous Language B programme. We were keen to learn about the details of the examination that have yet to be discussed, such as the length of the texts that would appear in the paper, and the number of items.

We talked about the difficulties of motivating learners to read in a society that reads little, and discussed the use of the Internet as a means to achieve this. We mentioned addresses such as <http://www.bbc.co.uk> as a source of British English, which offer access to many different text types, and in particular highlighted the literary text links available through this site. We outlined an activity based on simply using the SEARCH ENGINES to identify texts based on a key word: a learner's hobby or interest. Learners can find their own texts via Internet, and introduce these into the classroom. A pair work question and answer writing exercise can then be used for them to produce their own comprehension items based on the texts, they later cross-pair and answer each other's questions. The clear advantage of this is that the texts are authentic and highly motivating because they have been chosen individually by the learners, and not imposed by the course book.

***Hauf his soul a Scot maun use
Indulgin' in illusions
And hauf in getting ' rid o' them
And comin' to conclusions.
[Hugh MacDiarmid]***

Our final FEEDBACK session for the course involved us in writing in different text types, our reflections on what had happened during the two days. One group wrote a diary entry, reflecting on the experience of the workshop; others wrote their account of the sessions in the form of a dialogue between two teachers who met before the first session; a third group described the sense of empowerment that the two days had meant for them in a fairy tale, ending...

They suddenly woke up, looked around in surprise and saw a wand next to them. They couldn't understand who, why, when or how it had been placed there, but it's for sure that they kept it for ever and ever, and ever after.