



14th Annual Cambridge English Spring Seminar 24 – 25 March 2018

Workshop Descriptions

Workshops on Writing for Level B2 Cambridge English: First and First for Schools (B)

Part 1

(a) Issues of supporting writing 1: The demands of the classroom context

Objective: To create a set of criteria to evaluate writing tasks and practices in a B2 exam class

We identify the key constraints and opportunities that our classroom contexts bring to the process of teaching and learning writing skills. We will share our students' attitudes to writing in English, and our own attitudes as teachers to teaching the skill. We will also consider the influence of social media and technology on contemporary writing skills. Finally, we will ask how our school context (in terms of time, resources, syllabus demands, etc.) impacts on our capacity to teach writing skills

(b) Issues of supporting writing 2: The demands of the FCE/FCE for Schools exam

Objective: To identify the skills and knowledge that students need to succeed in the FCE and FCE for Schools writing exams.

We analyse exam rubrics for their requirements, and evaluate sample student scripts for the extent to which they provide evidence of meeting them. We will also identify the exam skills required by students to support their success in the assessment process.

Part 2

Writing activities

Objective: To evaluate a variety of classroom and homework activities designed to support the development of writing skills at B2 level.

We explore a wide range of activities from three main task types:

- *Quick: where the purpose of writing is to get a message across.*
- *Creative: where the purpose of writing is to explore and create with language.*
- *Crafted: where the purpose of writing is to create a product which both linguistically accurate, and communicatively effective.*

We will use the criteria we created in the Part 1 of the workshop to evaluate the activities and suggest adaptations to align them to the demands we identified in Parts 1 & 2.

Part 3

Assessing writing

Objective: To experience and analyse different models of giving feedback on written work.

We will use sample scripts from Swiss students to look at different ways of responding to the work our students produce. We will create a framework of techniques which offer different levels and focusses of support, and consider how they might be used during the various stages of an exam course.