







Participants' Feedback
Receptive skills
(Reading, Listening, Use of English)

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| <p>Interactive Lots of group work Well-organised Clear explanations Participants are kept active all the time Good atmosphere</p> | <p>Sometimes a bit rushed</p> |
| <p>I liked the practical aspect of the sessions The introductory part was short but gave sufficient information Use of English: I learnt a lot of new terminology Listening: good balance of theory and practice On the whole I think the first one and a half days were very informative and successful</p> | <p>Reading: prior overview of task types would have been necessary participants were not very familiar with these terms</p> |
| <p>Motivating, well-prepared tasks Variety of teaching aids Redistribution of groups</p> | |
| <p>Highly qualified, enthusiastic trainers Very informative and useful handouts Each participant is involved</p> | |
| <p>Very carefully planned Interesting, humorous warm ups Thought provoking tasks, make you form an opinion Useful summaries at the end of the sessions Relaxed atmosphere even shy participants can get more involved Encouraging attitude of trainers towards participants, trainers are attentive and tactful Grouping participants in several ways helps people to get acquainted better Varying methods (pair work, group work, individual work, lecturing etc.)</p> | <p>Creating good tasks (reading, listening, use of English) are quite difficult, there could be some group work on how to do it (e.g. selecting text types, task types, designing some items, etc.) even though teachers are not expected to write items for tests (outside school) it could help them choose appropriate course books for teaching</p> |



Participants' Feedback Speaking Assessor Training

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| It was challenging to watch and mark the performances and compare our marks to those of the other participants and the benchmarks. However, marking is a very difficult job (even if there is an Assessment scale to help us) and we need a lot of practice to be able to do this job well. | |
| After the training we became more confident in a lot of areas Good videos were selected for the training purpose | |
| Friendly, relaxed atmosphere Nice, logical procedure through which we had the chance to internalise the most important issues concerning assessing oral performance I liked the fact that we referred back to what we talked about the previous day about interlocutor's role | I'm afraid the home assignment is a bit too demanding. I might be wrong. (hopefully, I will be able to arrange everything). |
| We had enough time to discuss everything Videos were excellent | |
| It was really reassuring to hear about the long process of developing this model examination | |
| This has been a very useful day for me. I personally had some problems with the Sound, stress, intonation category, but by now I'm quite sure about it too. | It would be good to assess more exams individually and then compare the results with other participants. |
| Focused my attention on the most typical problems | It was a bit tiring and monotonous to assess so many recorded performances |
| Clarification of terms Group discussions Listening to other participants problems Relevant practice as assessors (good and bad performances) | |
| Plenty of practice Discussing benchmarks Guidelines how to cope with the task of assessing | |



Participants' Feedback Speaking Interlocutor Training

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| Logically structured Interesting, useful videos Role-plays to practise the interlocutor's role | |
| We got convinced about the advantages of the Interlocutor frame Seeing bad examples of interlocutor behaviour was also very useful The paired exams were very convincing as well | |
| It helped me to realize that knowing the Interlocutor's frame is one thing acting according to it is something different Made me more aware of my mistakes It gave me the chance to improve my skills as an interlocutor It helped to handle difficult candidates The discussion of my experiences with the whole group proved to be very useful | |
| Funny, enjoyable, useful I liked changing roles It was good to work with different people during the day | |
| Good variety of motivating tasks No time pressure, excellent timing Very nice atmosphere | |
| The role-play was really motivating, challenging and enjoyable at the same time. The choice of the types of candidates was very very successful as these types give examiners the hardest time, so we could face lots of real-life problems. The session was useful, practical and enjoyable. We had a really good time!!! | |

**Participants' Feedback
Writing sessions**

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| <p>Sequence of tasks (from learning about text types, through assessment to actually writing a task) A lot of very useful handouts, sample scripts Marking the scripts (individually_ group_ the "correct marking" + justifications) Group work, sharing ideas, re-grouping Trainers' attitude</p> | <p>Too many scripts too mark, a little bit tiring</p> |
| <p>Inventive classroom management and varied task types to make a monotonous job enjoyable Good balance of theory and practice</p> | <p>Draining but useful</p> |
| <p>Very effective and useful sessions The amount of writing tasks given was enough to get an insight into assessing and also preparing a good task. Now I feel more confident.</p> | <p>I would have liked to see more "bad tasks" to learn from them,</p> |
| <p>Very flexible and well-prepared trainers, did their best to meet various demands Feedback to writing task design on the spot Energetic, dynamic classroom management Good atmosphere Well planned sequencing of tasks Plenty of tasks</p> | <p>Is there anywhere to continue the training?</p> |
| <p>What I enjoyed most was designing the writing task and get feedback for it Learning about a good writing task, content points, requirements Learn about text types, communicative purposes, rhetorical mode, task types Challenging, creative, practical, varied tasks</p> | <p>I was less happy about the more theoretical tasks, I know they these things are important to become more aware, but still...</p> |
| <p>The interesting and varied teaching methods Rating the scripts in different ways (marks are given _ write justifications, justifications are given _ give marks etc.) The participant centred atmosphere Practice in rating Useful materials The sessions were practical, not theoretical</p> | |

Participants' Feedback Speaking Task Design

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| Useful to watch videos of recorded oral exams and discuss them Tips for selecting pictures (what pictures are good or bad for testing purposes) Guidelines for designing different task types | |
| Sharing experiences in connection with the Érettségi Acting out performances on some “funny” tasks Discussing the tasks and pictures brought from home Discussing bad tasks and how to improve them Useful checklists, guidelines for designing tasks | |
| Learn about characteristic features of a good and bad interview task, picture task, role-play To realise that designing tasks for testing purposes is a very difficult, demanding but challenging task | |
| Funny, enjoyable, interesting sessions It was great to see how difficult (still) to design a speaking task. Unbelievable! | |
| I enjoyed the video recordings very much The small group discussions gave us the chance to address problem areas we were most interested in. | |
| Very useful to find out why bad speaking tasks do not work Useful handouts, no time pressure, no hurry | |
| Useful for future practice because: It warns you of the importance of piloting, trying out tasks before you use them at an examination Working in groups in your school is important as it may result in finding more problems that you would alone spot | |
| Lessons learnt: you can improve a task forever It convinced me about the importance of piloting | We should spend much more time on task design |
| It was a good idea to discuss our own tasks Congratulations! | |
| Very useful to see how bad tasks are performed in practice, and try them out ourselves, too Ildi provided us with very useful ideas on task design | |
| To see a lot of tasks and their recorded performances was funny and useful | More time could have been devoted to actual task design, but maybe than it is a different course |
| I learned that my collection of pictures that has become bigger over the years may not be useful, unfortunately, for testing purposes | |