



**REPORT ON WORKSHOP ON TESTING FOR SPANISH AS A FOREIGN LANGUAGE – MANILA,
22-23 NOVEMBER, 2011**

As a result of the 3,000 US dollar grant received from the International Language Testing Association (ILTA) and through the collaboration of the Education Office of the Embassy of Spain in the Philippines, the Instituto Cervantes in Manila, the Department of Education of the Philippines (DepEd) and La Trobe University, a workshop on testing for Spanish as a foreign language was held on 22-23 November 2011 at the Instituto Cervantes in Manila.

This workshop keynote speaker was Prof. Ana Maria Ducasse, Associate Lecturer Level B and Head of the Spanish Program at La Trobe University (Melbourne, Australia).

This professional development activity was primarily, but not exclusively, aimed at teachers of Spanish as a foreign language from Philippine public high schools that are participating in the so-called Special Program of Foreign Language, which DepEd started implementing for school year 2009/2010. Our workshop participants were as follows:

- 1.- Jaimito de Leon Fabella, Naga City Science High School, region V.
- 2.- Gladys Sison, Honorato Perez Memorial Science High School, region III.
- 3.- Beverly Roldan, Dolores National High School, region IV-B.
- 4.- Zenaida Nicolas, Quezon City Science High School, region NCR.
- 5.- Gimma P. De Chavez, Agusan National High School, region XIII.
- 6.- Emelita Sunga, Tupi National High School, region XII.
- 7.- Liza Gapas, Quezon City Science High School, region NCR.
- 8.- Gina Abando, Honorato Perez Memorial Science High School, region III.
- 9.- Maribel Buco, Agusan National High School, region XIII.
- 10.- Nonita Arellano, Dolores National High School, region IV-B.
- 11.- Ethel Medallo, Don Pablo Lorenzo Memorial High School, region IX.
- 12.- Joseline Alvarez, Don Pablo Lorenzo Memorial High School, region IX.
- 13.- Elesita Hadji Mohamad, ARMM Regional Science High School, region ARMM.
- 14.- Agnes Atienza, Davao City Special National High School, region XI.
- 15.- Francis Russel Varon, Capiz National High School, region VI.
- 16.- Vera-Janice Tamundong, Pasig Science High School, region NCR.
- 17.- Maricris Murillo, Vera-Janice Tamundong, Pasig Science High School, region NCR.
- 18.- Mary Ann Natino, Manila Science High School, region NCR.
- 19.- Jay Apejas, Manila Science High School, region NCR.
- 20.- Ace Christian Dilag Montano, Bangkal High School, region NCR.
- 21.- Golda Zayas, Ramon Magsaysay High School, region NCR.



- 22.- Elmer Adarayan, Carlos P. Albert High School, region NCR.
- 23.- Vivian Cruz, Tinajeros High School, region NCR.
- 24.- Elvira Emerenciana, Tinajeros High School, region NCR.
- 25.- Shirley Delmo, Civil Aeronautics Administration High School, region NCR.
- 26.- Emma Escamilla Luna, Instituto Cervantes in Beijing.
- 27.- Jorge Mojarro, Instituto Cervantes in Manila.

The workshop covered 10 contact hours, with a schedule of 09:00 to 12:00 hours and 13:30 to 15:30 hours, during which the following topics were discussed:

- 1.1. Concepts of language.
- 1.2. Concepts of language learning.
- 1.3. Testing types.
- 1.4. Task and testing criteria for:
 - 1.4.1. Communicative interaction.
 - 1.4.2. Listening comprehension.
 - 1.4.3. Written communication.
 - 1.4.4. Reading comprehension.

Prof. Ana Maria Ducasse alternated presentations¹ she used to explain the contents aforementioned with hands-on activities and discussions in which the participants had to reflect on the content covered.

During the practice sessions that accompanied the theory presentations, the teachers were encouraged to discuss the type of items that they needed to widen the selection available to them when putting together beginner level tests for the secondary Spanish curriculum. The teachers usually work in isolation with little contact with each other or other Spanish speakers save for the professional development support funded by the Department of Education of the Philippines, the Spanish Ministry of Education, Culture and Sport, the Spanish Agency of International Cooperation for Development (AECID) and the Instituto Cervantes in Manila. Many work in remote areas and have little material that is prepared locally for practice tests at the levels they teach apart from what they are able to prepare and deliver themselves.

To this end, the teachers were encouraged to prepare short personal introductions. These were recorded and saved as video files. The background to making these items for testing listening was that much of the material that is available in Spanish for use in the classroom does not take into account the particular Philippine context. At the time the types of questions that would accompany the short clips was discussed but not prepared for lack of time.

¹ Dr. Ducasse's presentations can be accessed at <http://www.educacion.gob.es/filipinas/taller-ducasse.html>

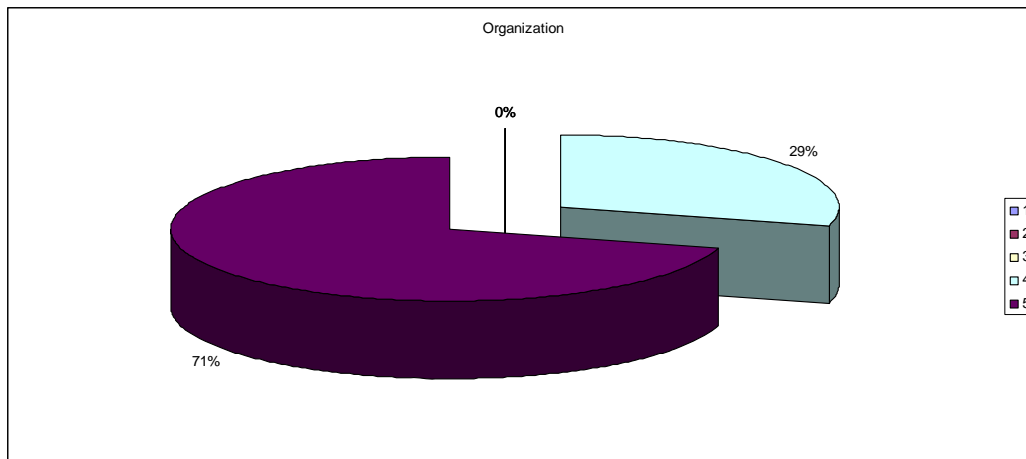


Along the same lines, the course participants were encouraged to write short pieces for reading comprehension where the teachers wrote in Spanish and described their daily routine and living arrangements in the Philippine context. In this case, the teachers also prepared the questions that would accompany the short written texts. This enabled the group to have access to test items for reading and listening from a local teacher network test bank.

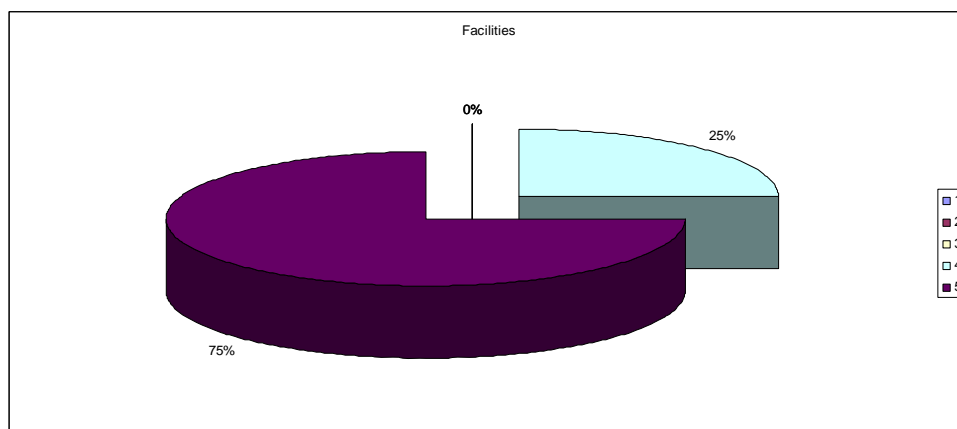
Both the receptive skill test bank items, those for listening and for reading, are to be held for distribution for course participants through the network of the hosting institution and grant holder, the Spanish Ministry of Education, Culture and Sport.

At the end of our second session, an evaluation questionnaire (1=poor, 2=fair, 3=good, 4=very good, 5=excellent) to rate the overall quality of the workshop was distributed among the participants, which showed the following results:

1.- Organization

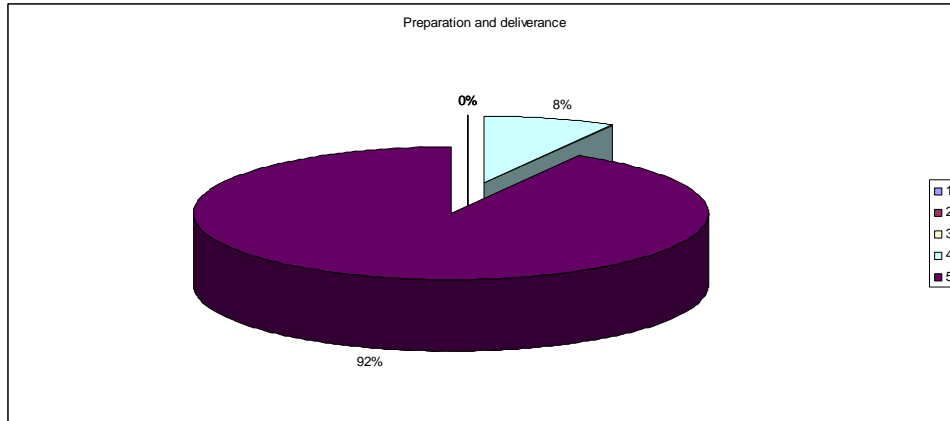


2.- Facilities

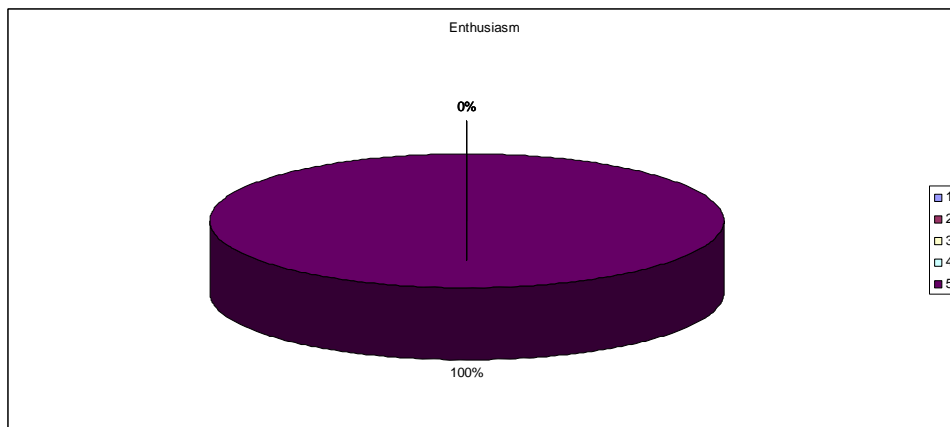




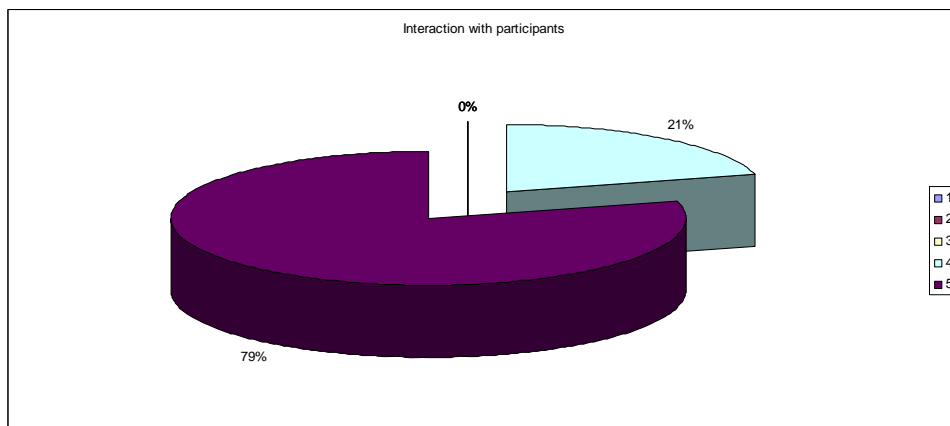
3.- Speaker's preparation and deliverance



4.- Speaker's enthusiasm

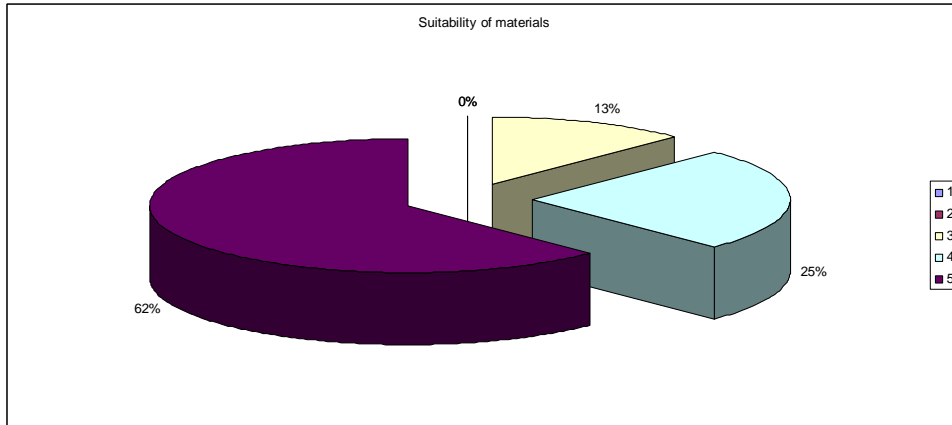


5.- Speaker's interactions with the participants

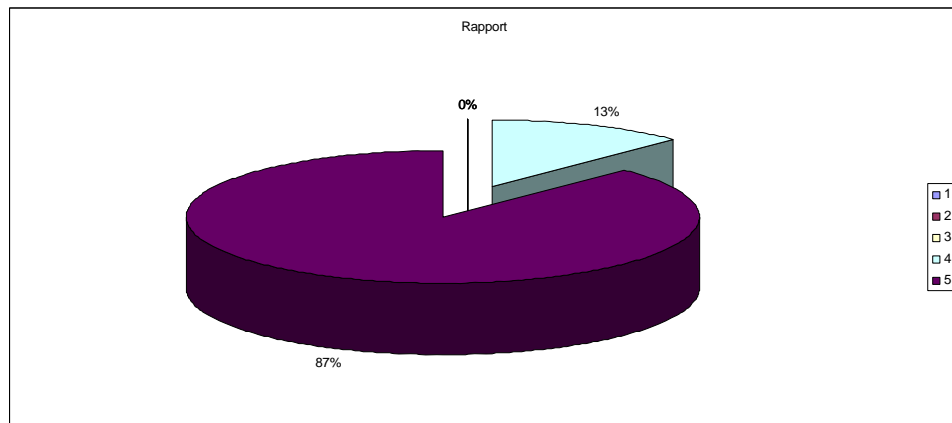




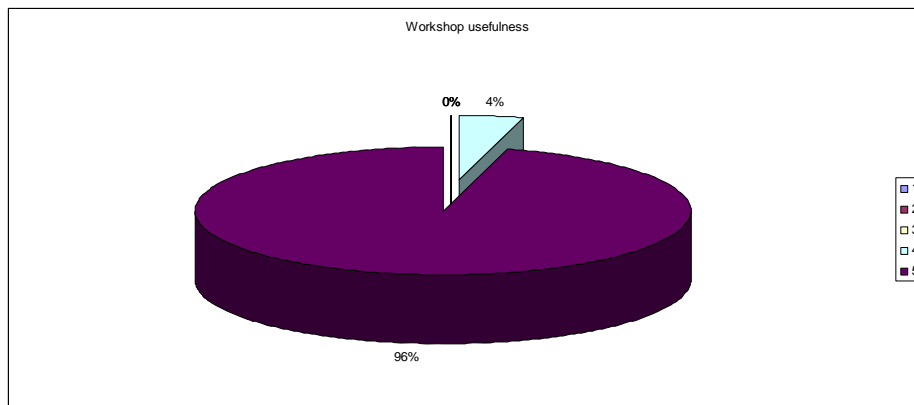
6.- Suitability of materials



7.- Rapport between speaker and participants, and among participants



8.- Workshop usefulness





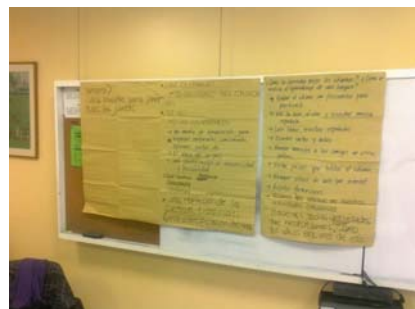
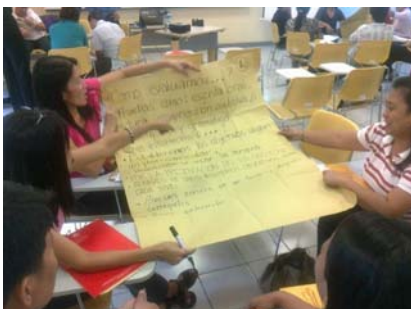
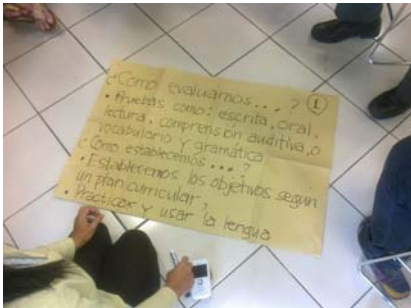
As far as the grant is concerned, the 3,000 US dollars have been used to pay for the speaker's air fare from Madrid to Manila, her 3-day accommodation in Manila, her fees (part of which she will use to continue her research on language testing) and the materials which were used during the workshop, such as folders, photocopies, construction paper and highlighters.

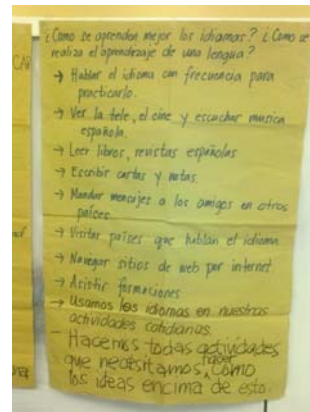
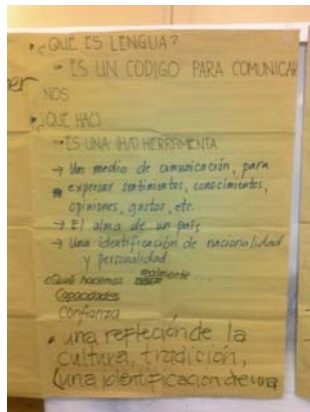
At the end of the workshop, the participants were presented with a certificate of attendance signed by Prof. Santiago Gonzalez, Counsellor for Education at the Embassy of Spain in the Philippines, Dr. Eduardo Calvo, Director of Instituto Cervantes in Manila, and Ms. Yolanda Quijano, Undersecretary for Programs and Projects of DepEd.

We plan to follow up on this professional development in the future by allowing specific time slots for testing and evaluation matters in the training of the Philippine teachers in our Spanish program from now on, based on the experience they have in their own schools and with the participation of experts in this field.

The following is a photographic summary of the workshop:







Signed in Manila, on February 9, 2012

Javier Menendez

Education Adviser

Embassy of Spain in the Philippines