



TECHNICAL REPORT INTELLECTUAL OUTPUT 4

Learning and teaching materials

ERASMUS+ PROJECT PALM Promoting Authentic Language Acquisition in Multilingual Contexts

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1. Introduction	3
2. Texts	4
3. Learning and teaching materials	8
3.1 Quiz	8
3.2 Assessment tools	13
3.3 Do!	18
3.4 Classroom Task	19
3.4 Lexis	19
3.5 Activities	21
4. Training materials for teachers	23



1. Introduction

The Erasmus+ project PALM aimed to encourage young speakers of English, French, German, Greek, Hungarian, Italian, Latin and Spanish to produce authentic texts (written, audio- and video recorded) in their coursework and free-time with the goal to create interesting reading and listening material for learners of the same age who want to study these languages. About 4,000 texts from eight content areas and in eight languages, ranging from CEFR level A1 to B2, were produced by approximately 500 pupils from 4 participating and 12 associated schools in five countries (Austria, Cyprus, Italy, Hungary and the UK). 1,500 texts and videos, selected by teachers and pupils based on selection criteria developed in “PALM Board Meetings” were further analysed at HEI’s (3 universities, 2 universities of teacher education, one teacher development institute) by teacher trainees and their trainers and more than 1,000 were uploaded to the platform PALM. 750 selected texts and videos were word processed and teaching and learning materials to accompany them were produced based on a corpus designed from the authentic samples. The selected texts and videos were supplemented by assessment tools for immediate feedback and self- or peer assessment. All texts and materials were published on the project platform PALM, www.palm-edu.eu, where participants of the project and the public can make use of them. Together with the project products, this process has created a virtual learning space for authentic multilingual communication and exchange. Face to face meetings of small groups of learners provided additional opportunities to engage in real-life communicative exchanges and to collect authentic language from multilingual communication. The project PALM closed with two symposia for teachers and experts as well as one for children and teenagers. These events provided opportunities for multilingual and intercultural exchange. On the platform, the symposia and many more PROJECT EVENTS are presented under ABOUT PALM, where the project partners are also portrayed. Information and materials for teachers can be accessed through PALM4TEACHERS. HOW TO USE provides information about the functionality of platform in 8 languages for teachers and learners.

The platform has been made available after project work finished in August 2018. It provides a multilingual resource for learners and teachers in eight content areas that comply with curricula across Europe.

Table 1: Intellectual Output 4 as described in the project application

03/16 -06/18	O4
	<p>Texts, learning and teaching materials, assessment tools, training materials for teachers</p> <p>Approx. 1500 written, audio recorded or video recorded texts from pupils in 8 languages (English, French, German, Greek, Hungarian, Italian, Spanish, Latin)</p> <p>Approx. 750 transcripts from selected texts</p> <p>Teaching materials for 750 texts</p> <p>Classroom assessment tools for approx. 300 texts</p> <p>Online assessment tools for approx. 300 texts</p> <p>Gamification for approx. 300 texts</p> <p>Project platform PALM.edu with upload of approx. 750 texts & learning/teaching materials, approx. 300 self-assessment assessment tools, surveys to collect “LIKES” and CEFR level estimates of texts, online practice materials and games</p> <p>Materials for teacher workshops and Mini Symposium E1</p>

2. Texts

Before this project, learning and teaching materials for young learners and teenagers had never been developed with the help of an authentic corpus based on texts generated through real communicative exchanges of the target group. In PALM, learners aged six to fourteen years, produced texts (oral presentations in subject matter lessons, stories, essays, book reviews, casual conversations ...) in their lessons and free time with the aim of sharing them with peers from partner schools, who were learning their language(s) as additional language(s). Thus, text production became a real-life activity with a meaningful outcome. This contextualisation of text production (written and oral) made output-oriented teaching an authentic procedure and the information exchanges via modern media (Google Drive, www.palm-edu.eu, video conferencing, video tutoring etc.) as well as 'language ambassadors' meetings created the real-life contexts for implementation which enhanced the digital integration of learning, teaching, training from primary to tertiary level.

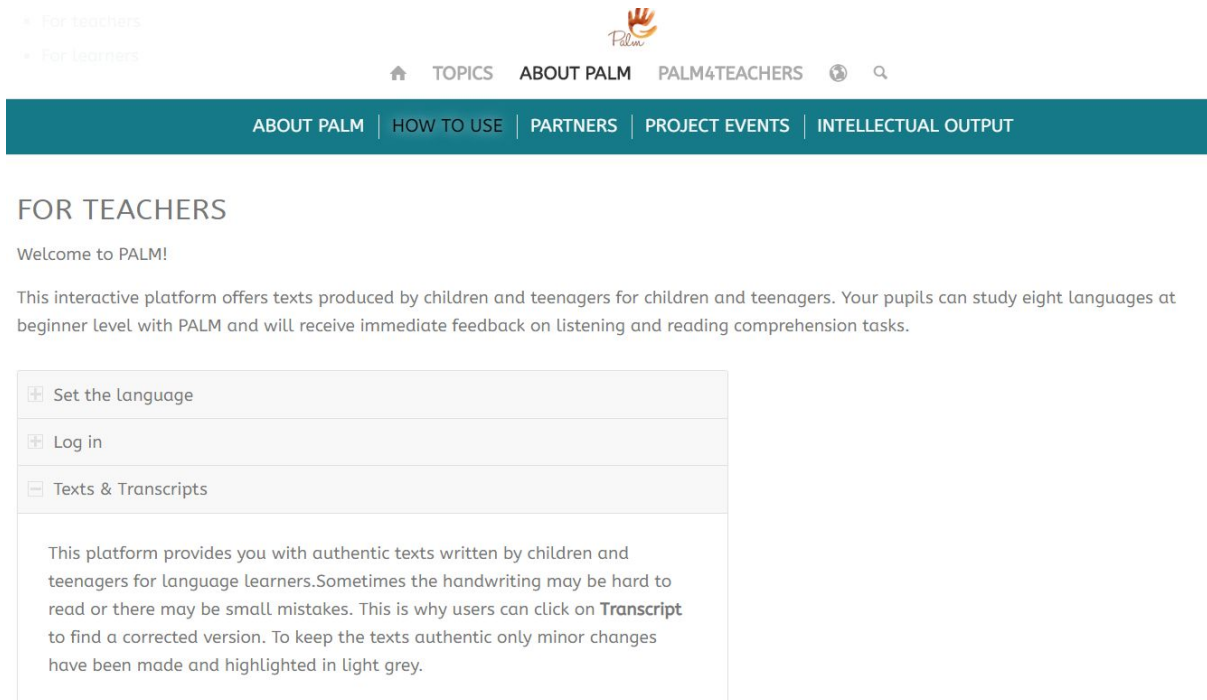
The data gathered during the initial phases of text production as well as during the face to face meetings in May 2017 and June 2018 provided the text base and age-adequate corpus for material production around the authentic texts. The latter was carried out in collaborative workshops and/or study courses by lecturers, teacher trainees, professional material writers and teachers. Project outcomes are shared with the public on the project platform and provides high quality learning opportunities to a wider audience with authentic texts and materials for foreign language learning and its assessment.

This project is therefore considered innovative because sharing written or spoken texts produced by learners in their first and additional languages with learners of these languages at the same age via new media is considered to increase motivation and to develop transversal skills. Therefore, project PALM offered reasons for writing as well as audio- and video recording text in authentic situations and for a real purpose, especially in CLIL (Content and Language Integrated Learning) scenarios: for example, science experiments, presentations, reports, or film reviews. Although most of the texts were produced at school, learners also contributed texts produced in their free time because using media made text production easy and appealing.

Additionally, enhancing digital integration in learning, teaching, and training at various levels was a priority of the project PALM because the project outcomes are based on the strategic use of open educational resources (quizlet.com, learningapps.org ...), virtual mobility (Skype, Open Meetings and various collaborative writing tools) and the virtual learning platform created for the pupils. The teachers and the trainee teachers made use of Moodle in their learning and work, they participated in virtual meetings and shared lectures. Thus, the participating HEIs developed strategies of integrating ICT effectively in their virtual communication and collaboration. Their intellectual output, including ICT-based assessment tools, have been made available to the public on the project webpage after piloting in the schools and validation through the HEIs.

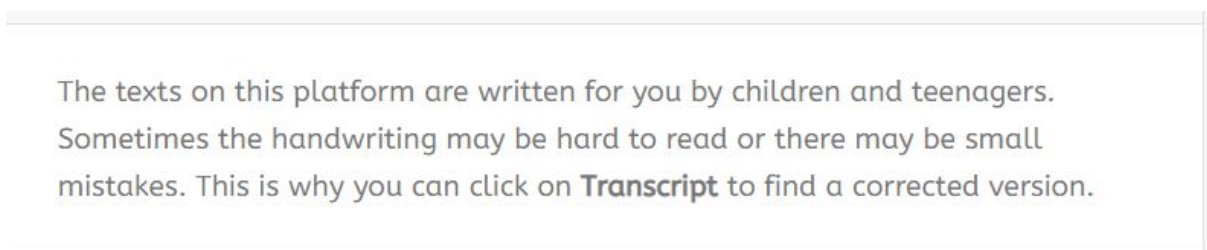
The authentic texts produced by learners for learners, shared in a virtual learning environment, have created new and high-quality learning opportunities for them. The virtual learning environment encourages teachers to deliver high quality teaching in multilingual settings, which are considered complex classroom realities and rich opportunities for language and intercultural learning at the same time.

Picture 1: Texts on the platform, information for teachers

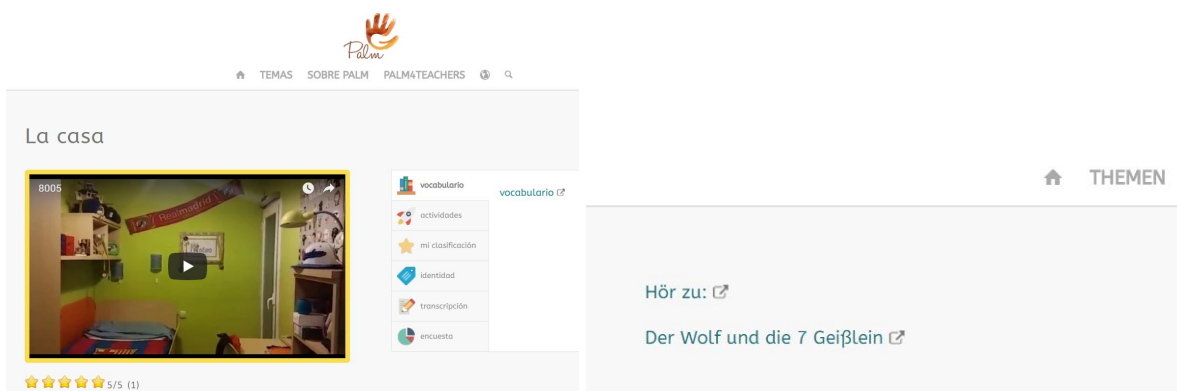


For learners, the same information is given in simpler language, available in all 8 languages.

Picture 2: Texts on the platform, information for pupils



Picture 3: Texts can also be videos or audios



Of the 1500 texts selected by the teachers, more than 1,500 were uploaded to the Google Drive course “PALM Schools” after a competitive ‘editorial board’ scenario, which added to the motivation of learners to produce interesting texts “ready for publishing”.

Picture 4: “PALM BOARD” at the Bundesgymnasium Stainach, Austria



The above PALM BOARD is the physical representation of the work done in PALM BOARDS, where the following criteria for text selection were developed by pupils supported by teachers.

PALM Board BG Stainach (partner school): Criteria for text selection

- *) emotional ansprechend ("herzig"/"beeindruckend")
 - *) macht neugierig, man will wissen wie es weitergeht
 - *) sprachliche Qualität
 - *) "gut zu lesen/zu verstehen"
 - *) überraschender oder ungewöhnlicher Inhalt
 - *) ansprechende optische Gestaltung (Grafik oÄ)
 - *) eher persönlich als fachsprachlich
 - *) ernsthaft/mehrmals überarbeitet
-
- *) emotional response ("cute" / "impressive")
 - *) makes you curious, you want to know what will happen next

- *) linguistic quality
- *) "a good read / comprehensible"
- *) surprising or unusual content
- *) appealing visual design (drawings etc.)
- *) more personal than technical
- *) serious / edited

The school reported the following about the impact the öproject, PALM BOARDS and the digital orientation had on the learning and teaching at their school:

“For the pupils at our school, the project has definitely opened a window to the larger Europe around them, as they realized that people were interested in the texts they produced. They were fascinated by the idea that someone might learn German from them and this really showed in their motivation for producing more and better texts for the project. The pupils who went to the meetings in Brixen and Baden additionally found friends from around Europe who they want to stay in touch with and profited immensely from communicating with pupils from other countries during their many activities together.

For many teachers at our school there was a shift in perception of the kind of learning opportunities pupil-produced texts can provide. The project highlighted the importance of a real audience and authentic texts, which often weren't seen as very important, especially by subject teachers who aren't teaching (foreign) languages.

Additionally, the focus on video and audio materials has resulted in many teachers trying out recording video or audio with their pupils for the first time. In connection with this change, use of smartphones and other recording equipment in class has become much less exotic now, as many teachers have now seen first hand how much the pupils can profit from productive activities like that.”
(Source: Narrative report BGSt)

3. Learning and teaching materials

Teacher trainees and trainers selected 750 texts to produce transcripts and learning and teaching materials as well as assessment tools for classroom and online use. These texts were also supplemented by gamification “Activities” and materials to scaffold vocabulary development in “Lexis”. Selected texts and learning materials uploaded to the project platform PALM created virtual classrooms for all participating schools and the public. This virtual learning space provides opportunities for schools to present their texts and to initiate discussion and communication about them. A rating function, surveys to confirm or reject the estimated the CEFR levels of texts and tasks, online practice materials and games with the possibility to collect high-scores supplement the texts and materials.

3.1 Quiz

Quizzes are reading and listening comprehension tasks that provide immediate feedback about the correctness of the response. Moreover, they tell the learner in what kind of reading or listening they have just accomplished successfully.

In order to programme the platform to provide the correct feedback, task production followed a theoretical framework which identified reading and listening competences, strategies and possible feedback response. Every single answer was tagged accordingly.

In order to be able to provide diagnostic feedback through the platform, items had to be designed with the goal to trigger the use of specific competences.

During item development in tandems/groupwork, think aloud protocols and/or notes were used to collect initial feedback on competence fit.

The following reading or listening strategies are triggered by questions or prompts in the platform feature “Quiz”:

- 1 Reading/listening at word or phrase level
- 2 Expeditious reading (skimming or scanning) or selective attention to understand the gist/main idea of a text (overall understanding of the text).

This can be

- a) a possible/suggested title,
 - b) the topic,
 - c) the text type, or
 - d) the function if it is easy to identify/spot.
- 3 Expeditious reading (skimming or scanning) or selective attention to understand Concrete information that is explicit and easy to identify/spot.

- 4 Careful reading and listening to understand detailed information in a context.
This includes differentiating important information from supporting detail.
- 5 Careful reading or listening to understand information that is not directly mentioned in the text.
This includes inferencing, i.e. reading between the lines or anticipating/predicting what is meant or going to happen.
- 6 Careful reading or listening to understand the text and to respond to it, e.g. reflect on it, react creatively or critically.

Table 1: Framework for reading and listening task production

Strategy	Competence	Feedback
Expeditious reading Selective attention	understanding words/phrases	You can understand words. (1) You can understand phrases. (2)
Expeditious reading Selective attention	overall understanding (gist/main idea)	You understand the main idea. (3) You can find the correct title for a text (4). You can find the correct title for a video. (5) You can give the correct title for a text. (6) You can give the correct title for a video. (7) You can find the correct topic of a text. (8) You can find the correct topic of a video. (9) You can give the correct topic of a text. (10) You can give the correct topic of a video. (11) You understand what is going on. (12)
Expeditious reading Selective attention	understanding information that is explicitly stated in the text	You can find concrete information in the text. (13) You can find concrete information in the video. (14)
Careful reading Careful listening	understanding information and differentiating it from supporting detail	You can understand details in the text. (15) You can understand details in the video. (16)

<p>Reading between the lines (inferencing) Predicting, anticipating</p>	<p>understanding information that needs to be inferred</p>	<p>You understand what is meant even when it is not directly mentioned in the text. (17) You understand what is meant even when it is not directly mentioned in the video. (18) You can read between the lines. (19) You can listen between the lines. (20)</p>
<p>Careful reading Careful listening</p>	<p>providing a personal response that shows understanding</p>	<p>No automatised feedback; Open feedback (postings) possible.</p>

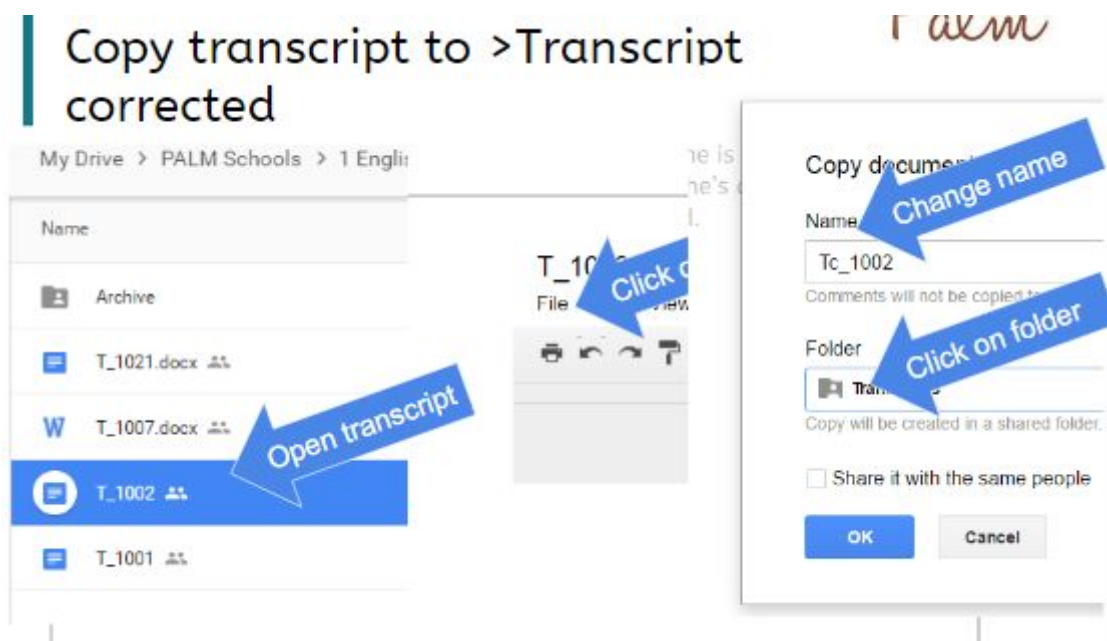
The production of tasks for quizzes followed a standardised procedure.

1. Task production teams [= language specific Project manager (PM) and collaborators] screen texts for immediate task development from **PALM Schools > Written texts submitted, Audio submitted or Video submitted** and select texts for task production. They move the selected texts to **PALM Schools > Written texts OK, Audio OK or Video OK**.
2. Task production teams allocate 2- 4 texts to groups of trainees consisting of 2 - 4 people (depending on number of tasks to be produced) for task production.

3. Task production

3.1. Transcripts

Transcript and text (written, audio or video) are compared, necessary corrections are made and highlighted with a light grey bar. Corrected transcripts are saved under the same text number and as **Tc_xxxx** in **PALM Schools > Task production > Transcripts corrected**.



If no changes are necessary, a copy of the transcript can be saved in **Transcripts corrected**. The file name is also changed to **Tc_xxxx** - meaning checked in this case.

3.2. Task and item development

For each text, 5-15 items are produced to compile Task 1. A minimum of two questions are produced to create Task 2¹. Use the **Style Sheet_Task Production**. Follow the document **Strategies and Competences**.

¹ No item profiling needed because there is no automatised feedback to open tasks.

Every single item in Task 1 is recorded in the form “Item Profiles” and has its own item number. To create the item profile in the spreadsheet, you need to use the document **Item Profiles_Instructions**.

Example:

https://drive.google.com/open?id=1UvHULcyJJZhPOCVaEZKfn2YNTqKeTCn1FgD0Ew_WV_u8

3.3. Item screening

Items are screened within group. Think aloud protocols are audio-recorded and saved under **TA_xxxx** in the folder **PALM Schools > Task production > Think aloud**.

3.4. Editing and submitting items

Based on the finding from group screening, the items are edited by the group of item writers. The tasks are then uploaded to the folder **PALM Schools > Task production > Tasks submitted** with the file name **TA_xxxx**. Any additional material such as pictures or mind maps are saved as **TA_xxxx_pictures** or **TA_xxxx_mind map** etc.

3.5. Task production team feedback

The item writers receive feedback from the task production team [= language specific Project manager (PM) and collaborators] through comments in the submitted files on Google Drive . The item writers make the changes accordingly and make a new submission. **TA_xxxx_2**. They move the first submission to Archive. They make changes in the item profiles if needed.

3.6. PALM team quality check

Items and profiles are checked by another PALM team member who also speaks the language.

If needed, the items are edited again in collaboration with original task production team in a virtual editing session.

3.7 Task finalisation

Finalised tasks are saved as **TA_xxxx_final** by the quality check PALM team member. They move the second submission to Archive and they make changes in the item profiles if needed.

3.8. Platform release by technicians



Technicians publish the finalised tasks and corrected transcripts on the platform.

4. Audio instructions

The instructions and options (all possible answers) are audio recorded by the Task production teams [= language specific Project manager (PM) and collaborators] and saved in **Audio Instructions** with the text number and _INS:

xxxx_INS

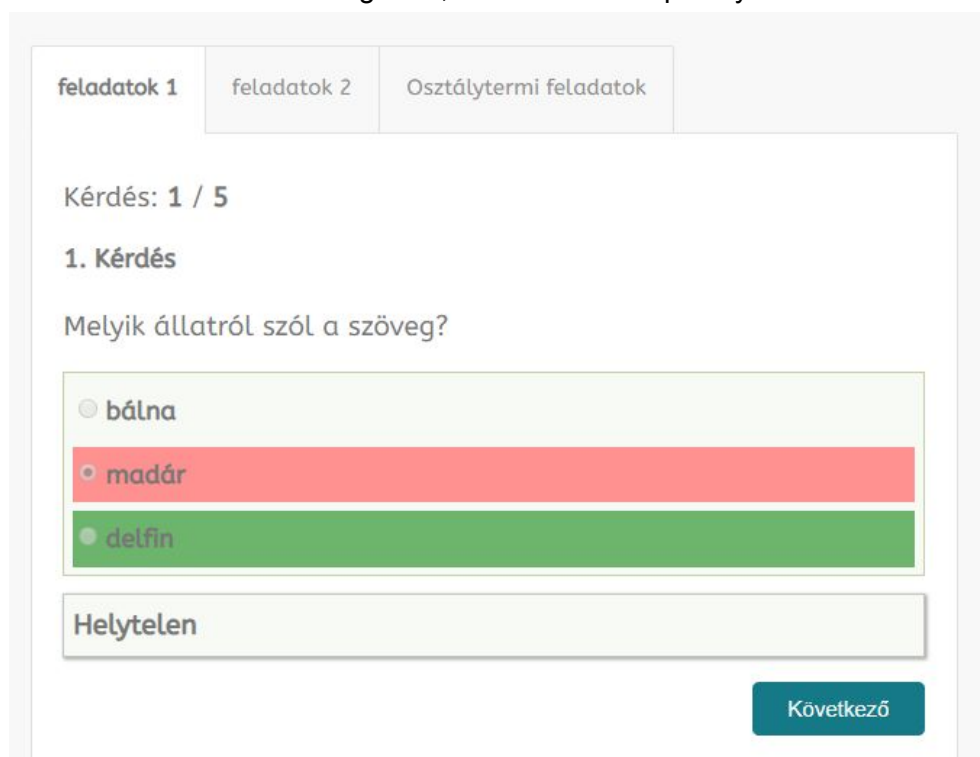
See PPT:

<https://drive.google.com/open?id=1O3SfA-JuYIDG-XB6abLGaWTd8hkePyiJ6c5LJESp2p8>

3.2 Assessment tools

Based on the data fed into the platform, users can take quizzes and they will receive immediate feedback.

Picture 4: Feedback in Hungarian, answer not completely correct



feladatok 1 feladatok 2 Osztálytermi feladatok

Kérdés: 1 / 5

1. Kérdés

Melyik állatról szól a szöveg?

bálna

madár

delfin

Helytelen

Következő

Picture 5: Feedback in Spanish, answer correct

Pregunta 1 de 3

1. Pregunta

Luis Miguel

es muy rico
 es conocido en todo el mundo
 ha tenido mucho éxito

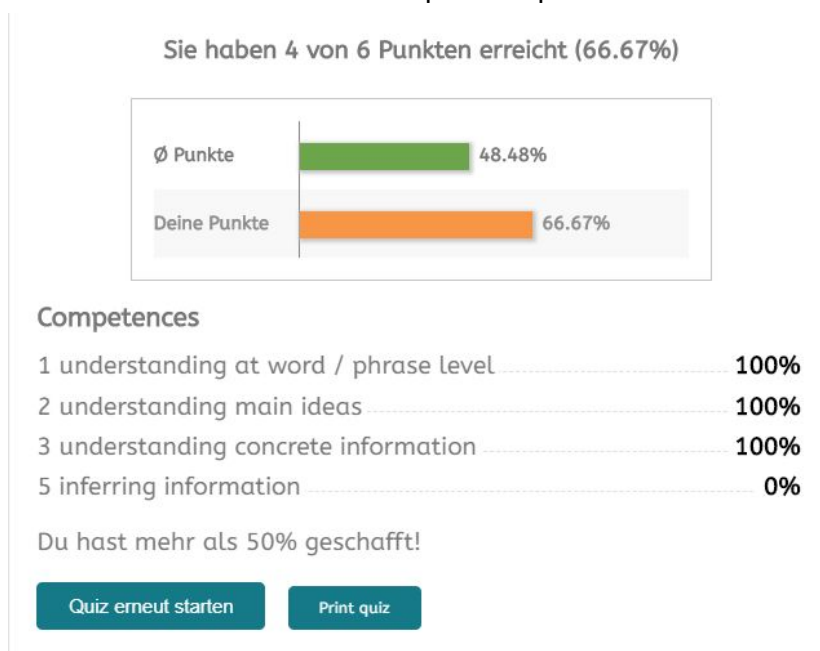
Correcto

Puedes encontrar la información que no se menciona.

[Siguiete](#)


On completion of a task, the learners can print reports about their achievements or send them to their teachers through e-mail. This is how PALM contributes to metacognitive competence as well as digital literacy.

Picture 6: Immediate feedback upon completion



Picture 7: PDF feedback

30.9.2018 Die Superheldin - PALM -interactive platform for language learning



Die Superheldin

3009

Mind Map 1

Mind Map Fragen

Mind Map Satzanfänge

Ergebnis:

4 von 6 Frage korrekt beantwortet

Ihre Zeit: 00:02:03

Sie haben 4 von 6 Punkten erreicht (66.67%)

Ø Punkte	<div style="width: 48.48%; height: 15px; background-color: #4CAF50; margin-bottom: 2px;"></div> 48.48%
Deine Punkte	<div style="width: 66.67%; height: 15px; background-color: #FF9800; margin-bottom: 2px;"></div> 66.67%

Competences

1 understanding at word / phrase level	100%
2 understanding main ideas	100%
3 understanding concrete information	100%
5 inferring information	0%

Du hast mehr als 50% geschafft!

<https://www.palm-edu.eu/content/die-superheldin-3009/>

1/4

30.9.2018

Die Superheldin - PALM -interactive platform for language learning

Frage 1 von 6

1. Frage

Welche Bilder passen am besten zu den Wörtern und Sätzen? Ein Satz bleibt übrig.

Sortierelemente

A eine rote Maske



C ein grüner Handschuh



B ein roter Rock



D schwarze Strümpfe

-

E ein brauner Gürtel

Korrekt

Du kannst mehrere Wörter zusammen verstehen.

Weiter

Frage 2 von 6

2. Frage

Welcher Titel passt zu dem Text?

- Die Superheldin Laura
- Die Heldin Lara
- Die Superheldin Lara

<https://www.palm-edu.eu/content/die-superheldin-3009/>

2/4

30.9.2018

Die Superheldin - PALM -interactive platform for language learning

Die Helferin Laura

Korrekt
Du kannst den richtigen Titel finden.

Tipp

Weiter

Frage 3 von 6

3. Frage

Die Superheldin möchte

- fliegen
- kämpfen
- helfen

Korrekt
Du kannst konkrete Informationen finden.

Weiter

Frage 4 von 6

4. Frage

Welche Satzhälften gehören zusammen? Eine Satzhälfte bleibt übrig.

Sortierelemente

1 Wenn sich jemand nicht auskennt,	D hilft Ihnen die Superheldin Lara.
2 Lara hat die Superkraft,	C anderen zu helfen.
3 Die Superheldin hilft,	A wenn jemand etwas nicht schafft.
-	D hilft Ihnen die Superheldin Lara.

Korrekt
Du kannst konkrete Informationen finden.

Weiter

Frage 5 von 6

5. Frage

<https://www.palm-edu.eu/content/die-superheldin-3009/>

3/4



30.9.2018

Die Superheldin - PALM -interactive platform for language learning

Die Superheldin mag

alle Tiere
 die Gefahr
 alle Menschen

Informiert

Weiter

Frage 6 von 6

6. Frage

Die Superheldin kann

Stimmen hören
 fliegen
 im Dunkeln sehen

Informiert

Quiz abschließen

3.3 Do!

In addition to the closed tasks on quizzes, the feature Do! provides stimuli for more creative responses, mostly in the form of writing or speaking. Moreover, **Do!** encourages users to contribute to a collection of cognates. Users can enter words and phrases that are similar to their first languages in a spreadsheet. This component is expected to develop another corpus over time.

Picture 8: Do!

Quiz Do! Classroom task

1 Do you like birthday parties? Why? Why not?
Speak with a peer for about one minute.

2 What do you want for your birthday?
Describe your favourite present in 5 sentences and draw it or glue in a picture.

Can you find any words or phrases in the text that are similar in your language?
Please write them down.

We are interested in the words you can find. Please write them here: [Words and phrases](#) ↗

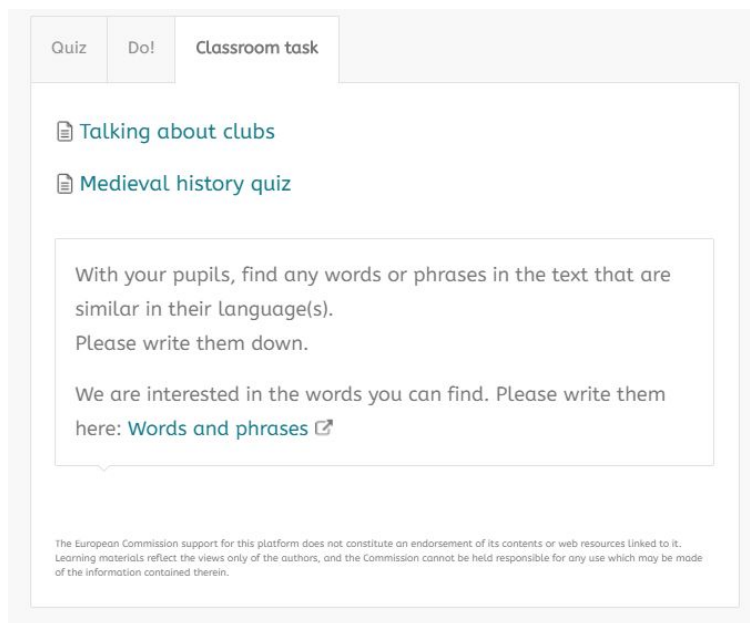


3.4 Classroom Task

The teaching materials produced for texts are collected for teachers in the feature **Classroom task**.

These activities require guidance and feedback by the teacher.

Picture 9: Classroom task



Quiz Do! Classroom task

Talking about clubs

Medieval history quiz

With your pupils, find any words or phrases in the text that are similar in their language(s). Please write them down.

We are interested in the words you can find. Please write them here: [Words and phrases](#)

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3.4 Lexis

Based on the input text, learners can engage in vocabulary development making use of materials they can collect in Lexical Notebooks. A detailed explanation about the theoretical framework for this component and its grounding in the learner corpus can be found in the Technical Report for Intellectual Output 3 and on the platform PALM under ABOUT PALM and INTELLECTUAL OUTPUT.

Picture 10: Picture dictionary

1332

LEXICAL NOTEBOOK

MEANS OF TRANSPORT: picture dictionary

Please fill in the correct words. Use the word bank. Think of more means of transport.

I go by ...
I take the ...
I travel by ...

I ride a ...
I walk (on foot)

It takes me (half an hour) to get to school.
I usually go/ travel with (my grandpa, my friends).

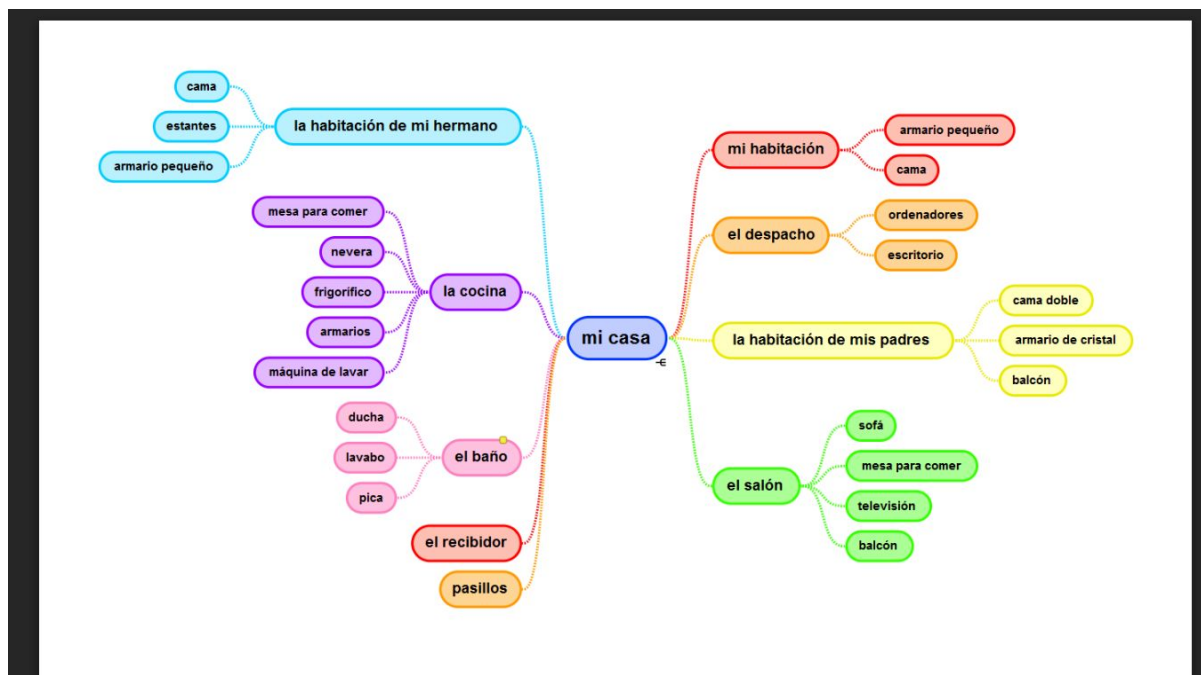
What about you?

© Wallner/ Mewald; © pictures: colourbox.de/ Wallner

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Picture 11: Mind map



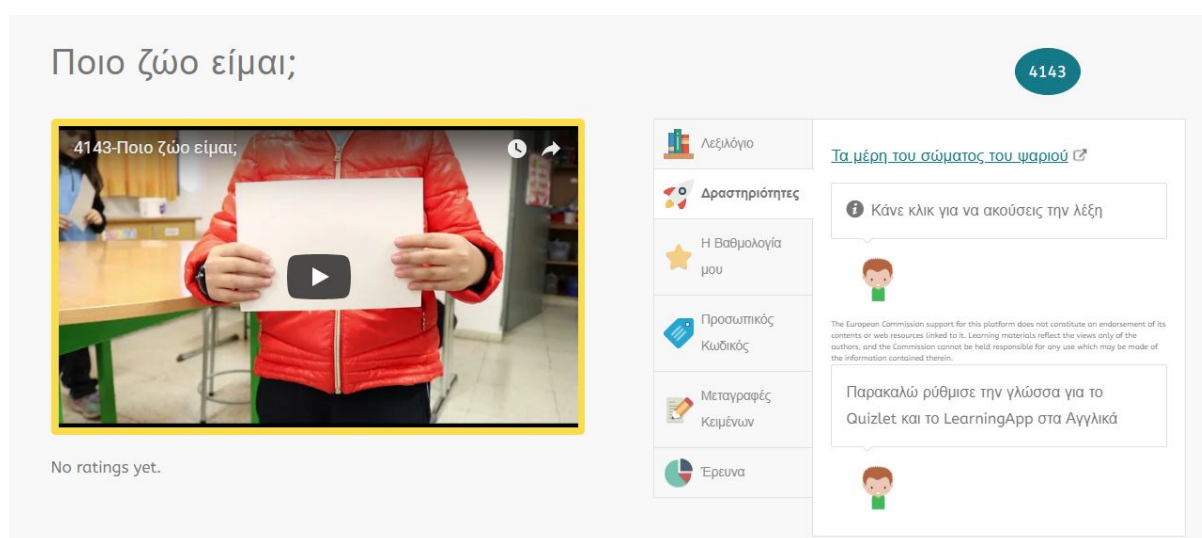
3.5 Activities

The feature Activities comprises gamified solutions for vocabulary practice through quizlets and/or LearningApps which create all kinds of learning scenarios from practice to independent learning in flipped classroom solutions.

Most applications provide immediate feedback about the learning outcome achieved.

A detailed explanation about the theoretical framework for this component and its grounding in the learner corpus can be found in the Technical Report for Intellectual Output 3 and on the platform PALM under ABOUT PALM and INTELLECTUAL OUTPUT.

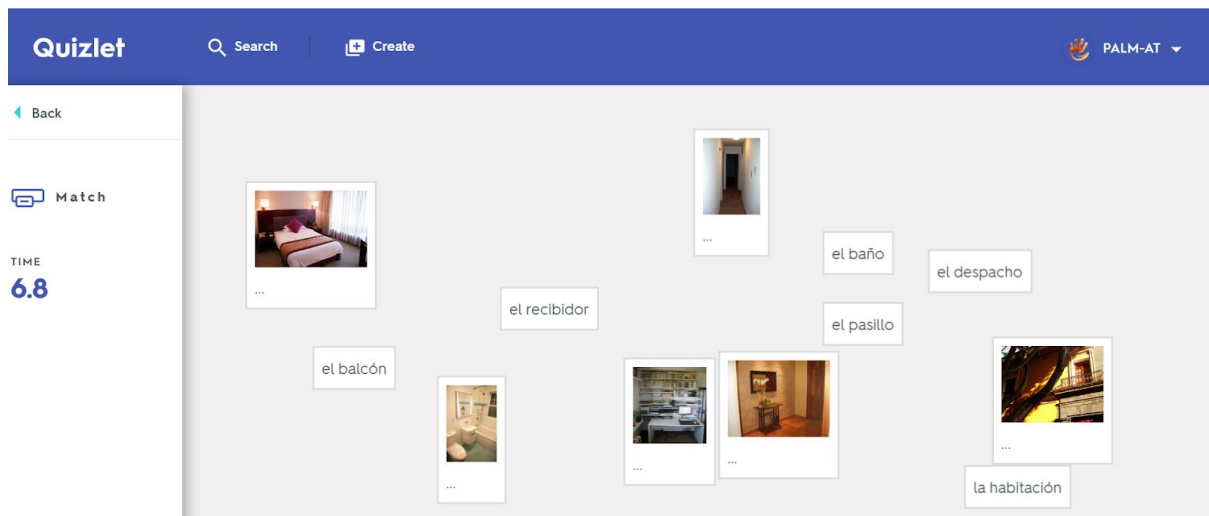
Picture 12: LearningApp Greek



Picture 13: Learning App Hungarian



Picture 14: Quizlet Spanish



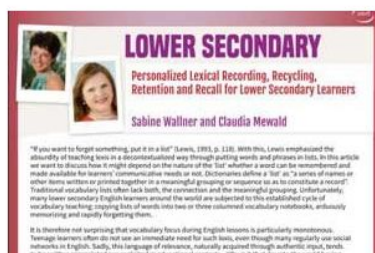
4. Training materials for teachers

Two kinds of training materials were produced for teachers. The training materials used with teachers during project work were shared through Google Drive and the platform but only with teachers involved in the project.

Training materials aiming at a wider public were published on the platform PALM under PALM4TEACHERS > TUTORIALS.

Picture 13: PALM4TEACHERS - Slides and articles

If you want to forget something, put it in a list
If you want to remember it, create an image!



Prompts

How to write a process description:  prompt

Moreover, PALM4TEACHERS holds a collection of the papers produced for the Multiplier Event during the PALM Symposium held in Baden in May, 2018.

Picture 14: PALM4TEACHERS - papers

Multiplier Event: Symposium PALM, Baden, May 30th, 2018

Digital Competence Through Authentic, Self-Made Texts [↗](#)

Maria Bajner

How to create Educational Videos

From watching passively to learning actively [↗](#)

Josef Buchner

Promoting less commonly taught languages in the digital age [↗](#)

Eva Gröstenberger

Zweitspracherwerb im Kindergarten mit PALM [↗](#)

Agnes Klein

Framing a Methodology for Intercomprehension [↗](#)

Claudia Mewald

Ich verstehe dich nicht?! – sprachensensibel Mathematik unterrichtenÜber die Notwendigkeit des genauen Hinhörens und Sprechens [↗](#)

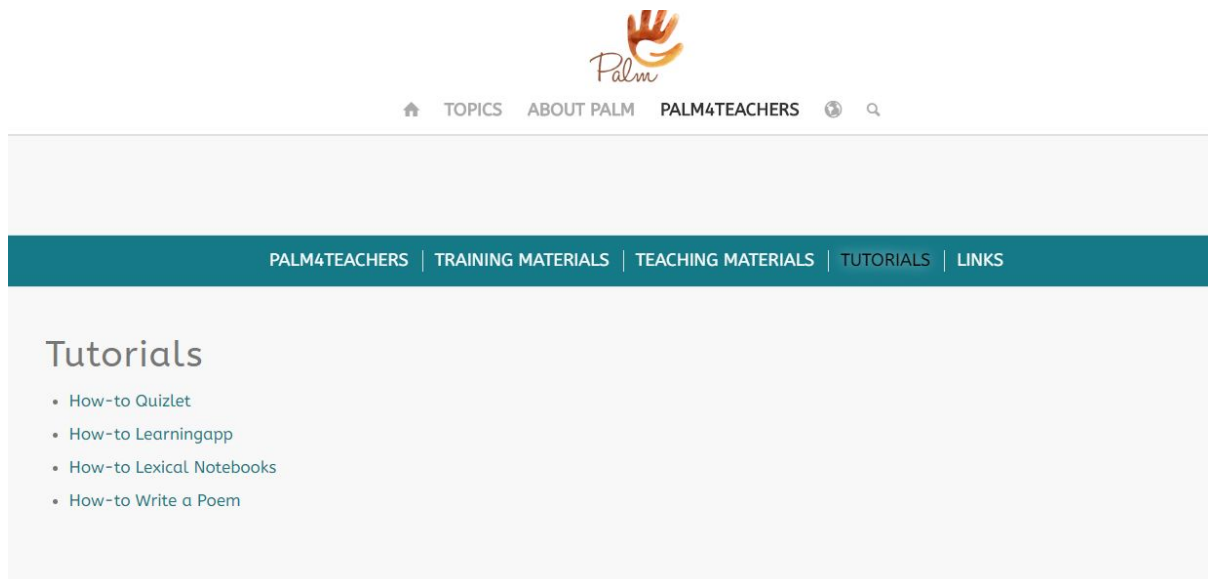
Elisabeth Mürwald-Scheifinger

Place and Assessment of Foreign Language Education and Knowledge [↗](#)

Zsuzsanna Szilvási

Tutorials provide the teachers with information and input to become material developers themselves.

Picture 15: Tutorials



The screenshot shows the website interface for PALM4TEACHERS. At the top, there is a navigation bar with the PALM logo and menu items: HOME, TOPICS, ABOUT PALM, PALM4TEACHERS, and a search icon. Below the navigation bar is a teal-colored horizontal bar with the following menu items: PALM4TEACHERS, TRAINING MATERIALS, TEACHING MATERIALS, TUTORIALS, and LINKS. The main content area is titled "Tutorials" and contains a list of four items:

- How-to Quizlet
- How-to Learningapp
- How-to Lexical Notebooks
- How-to Write a Poem

HOW-TO: QUIZLET

Quizlet 1: Intro + flashcards

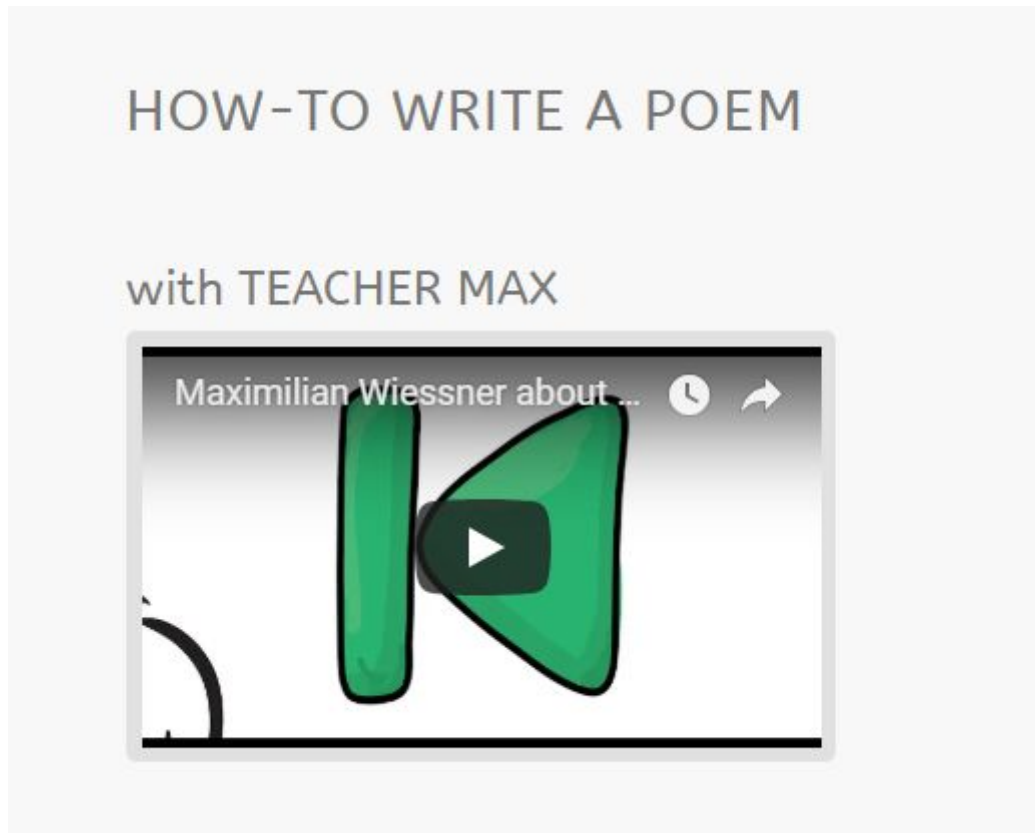
Quizlet 2: Scatter

Quizlet 3: Learn & Speller



Impact on teacher trainees is depicted in the tutorial by a trainee teacher.

Picture 15: How to write a poem with TEACHER MAX



This lived example of learning through the ERASMUS+ project PALM closes the collection of Technical Reports on Intellectual Outputs 2 - 4, which have certainly achieved the goal of changing the learning situations of many people.

In the name of my collaborators, I would like to thank all partner institutions, colleagues, teachers, trainee teachers, pupils and the European Unit for making this project a great success.

Claudia Mewald, project coordinator