



TECHNICAL REPORT INTELLECTUAL OUTPUT 2

Conceptual Framework &
Virtual Learning Space Design

ERASMUS+ PROJECT PALM Promoting Authentic Language Acquisition in Multilingual Contexts

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| | |
|--|-----------|
| 1. Introduction | 4 |
| 2. Conceptual framework | 5 |
| 2.1 Syllabus | 6 |
| 2.1.1 Authentic texts: demographic information about authors | 6 |
| 2.1.2 Content areas and topics | 6 |
| 2.1.3 Topics | 6 |
| 3. Virtual Learning Space Design | 7 |
| 3.1 Platform features | 8 |
| 3.1.1 Platform language and content areas | 8 |
| 3.1.2 Frames for texts: estimated CEFR levels | 11 |
| 3.2 Functions and text types | 11 |
| 3.3 Languages and text sources | 13 |
| 4. Material production, specifications for audio and video recorded texts | 13 |
| 5. Moodle course for text processing and material development | 17 |
| 6. Moodle courses for work with trainees | 18 |
| 7. Plans for teacher workshops | 21 |
| 7.1 Meeting C1 | 21 |
| 7.2 Meeting C3 | 23 |
| 7.3 Meeting C5 | 26 |
| 7.4 Meeting C7 | 29 |
| 8. Plans for symposia E1 & E2 | 34 |
| Bibliography | 37 |
| Appendix | 37 |
| 1. Text profile categories | 37 |

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). More than 1,500 texts and videos were selected by teachers and pupils based on selection criteria developed in “PALM Board Meetings”. 1301 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 1000 were selected for upload to the platform PALM following standardized guidelines of a negotiated conceptual framework (Mewald 2018).

The 1301 selected texts are the basis for the syllabus created by the ERASMUS+ project PALM and the Intellectual Output 2.

Table 1: Intellectual Output 2 as described in the project application

| | |
|---------------|---|
| 10/15 - 02/16 | O2 |
| | <p>Conceptual framework & guidelines; virtual learning space design Syllabus design for 8 (-12) content areas of European relevance Virtual learning space design Material production -specifications for audio and video recorded texts Moodle course for text processing and material development Moodle course for work with trainees Plans for teacher workshops Plans for symposia E1 & E2</p> |

2. Conceptual framework

The project team had decided to categorise texts, audios and videos according to 8 content areas which were aligned with curricula across Europe. Based on the topics the young authors decided to write and talk about, 41 topics emerged. On the platform, the content areas organise the texts into chapters.

Table 2: Content areas in all languages

| | Deutsch | English | Español | Français | Ελληνική | Magyar | Italiano | Ladin |
|---|---|---|------------------------|------------------------|-------------------------|--------------------------------------|-----------------------|-----------------------|
| 1 | Kreativität & Fantasie <i>Unsere kreative Welt</i> | Creativity & fantasy <i>About our creative world</i> | Creatividad y fantasía | Créativité & fantaisie | Δημιουργική ακαιφάντ | Kreativitás és fantázia | Creatività & fantasia | Creatività y fantajia |
| 2 | Bildung & Arbeit <i>Unsere Schule und Berufe</i> | Education & work <i>About our schools and jobs</i> | Educación y trabajo | Éducation & travail | Εκπαίδευση εργασίας | Oktatás és munka | Educazione & lavoro | Educazion y lèur |
| 3 | Freizeit <i>Unsere Freizeit</i> | Free time <i>About our free time</i> | Tiempo libre | Temps libre | Ελεύθερος χρόνος | Szabaddő | Tempo libero | Tèmp liede |
| 4 | Gesundheit & Wohlbefinden <i>Unser Leben</i> | Health & well-being <i>About our lives</i> | Salud y bienestar | Santé & bien-être | Υγεία και ευεξία | Egészség és jó közérzet | Salute & benessere | Sanità y bènsté |
| 5 | Die Natur <i>Unsere Welt</i> | Nature <i>About the world around us</i> | La naturaleza | La nature | Φύση | Természet - A minket körülvevő világ | Natura | Natura |
| 6 | Menschen <i>Über uns</i> | People <i>About us</i> | La gente | Le gens | Άνθρωποι | Emberek -Rólunk | La gente | La jënt |
| 7 | Das Jahr <i>Die Zeit und wir</i> | The year <i>About time and us</i> | El año | L'année | Ό χρόνος | Az év - Mi és az idő | L'anno Il tempo e noi | L ann, l tèm y nëus |
| 8 | Die Welt <i>Die Welt verändert sich</i> | The world <i>About our changing world</i> | El mundo | Le monde | Ό κόσμος | Változó világunk | Il mondo | L mond |
| 9 | Sonstiges | Other | Otro | Autre | Άλλα | Egyéb | Altro | Auter |

The following 12 categories were selected by the team and administered for each of the 1301 texts after text selection. Thus, the project created 15 612 categorisations. Apart from topics, which followed an emerging design during text administration, all categories and subcategories had been established prior to text administration.

The 12 main categories of the text profile are: authentication, gender, age, country, content area, topic, CEFR level of the text, function, language, school type, text type and text source.

Table 2: Text profile

| Text NR | AU | GE | AG | COU | CA | TO | CEFR | FU | LA | ST | TET | TS |
|---------|----|----|----|-----|----|----|------|----|----|----|-----|----|
| 3001 | 2 | 2 | 14 | 1 | 1 | 14 | 3 | 28 | 3 | 2 | 16 | 3 |

An explanation of the abbreviations in Table 2 and the subcategories can be found in Appendix 1.

2.1 Syllabus

Based in the 1301 categorised texts, a syllabus for PALM emerged for the platform.

2.1.1 Authentic texts: demographic information about authors

The syllabus is based on 1688 authentic texts where authors decided to stay anonymous while 2533 texts were created by learners who decided to have their names or schools published on the platform. 726 texts were created by female, 417 by male and 50 by mixed gender authors. 915 authors were younger, 50 older than 14 years of age. 837 texts were produced from pupils at primary schools, 190 authors come from middle or secondary schools and 189 authors attend academic secondary schools.

431 texts were produced in Austria, 150 in Cyprus, 158 in Hungary, 398 in Italy and 83 in the United Kingdom.

2.1.2 Content areas and topics

1316 texts were categorised under “Creativity and fantasy”, 2158 fall within the category of “Education and work” and 3183 are about “Free time”. 58 texts cover topics falling into “Health and well being” and 168 deal with “Nature”. “People” feature in 211 texts and 33 texts deals with “The year” and 43 with “The world”. 51 texts were categorised “other”.

2.1.3 Topics

Table 3 shows the allocation of topics for texts. With “invented stories” and “animals” ranging high in numer, typical educational topic selection seems to be dominant in the texts.

Table 3: Topics

| | |
|------------|-----|
| Animals | 109 |
| Food | 24 |
| Friendship | 46 |
| Books | 33 |
| Shopping | 21 |
| Time | 31 |
| Sports | 44 |
| Family | 27 |

| | |
|----------------------|-----|
| Daily life | 68 |
| Feelings | 31 |
| Crafts | 20 |
| Culture | 63 |
| School activities | 71 |
| Music | 19 |
| Pollution | 17 |
| Traveling | 34 |
| Invented Stories | 139 |
| True Stories | 28 |
| Free time activities | 75 |
| Poems, songs | 44 |
| Human body | 13 |
| Jobs, careers | 27 |
| TV shows, movies | 4 |
| Flora, Fauna | 34 |
| Places to live | 60 |
| Math, science | 12 |
| Weather, climate | 9 |
| Natural phenomena | 2 |
| Languages | 2 |
| Fantasy | 23 |
| IT, Computer | 1 |

3. Virtual Learning Space Design

The virtual learning space was designed with the requirements of the age group and 21st learner needs in mind.

Several versions of colour designs, avatars, layout and design features for gamification etc. were selected within the team together with the platform designer and decided upon after piloting of various options with small groups of learners in partner schools and beyond.

The basic design was finished and implemented in February 2016; the platform was ready for upload a month later.

Depending on availability, the first packages were uploaded by the platform designer between March 2017 and May 2107 where they were piloted during the student mobility.

Piloting and feedback from external evaluators, who had a critical look at the platform, created small changes to the functionality and naming of some platform parts. For example, “Tasks” were renamed “Quiz” and “Do!” and text was added for input that is hard to read or hear. This refers readers or listeners to the transcript. The international MATSDA conference

in Tilburg, 2017, was one of the big events where prominent feedback was provided and where PALM was disseminated to a large audience. Brian Tomlinson (Anaheim University), Alan Maley (Cambridge University Press) and Hitomi Masuhara (University of Liverpool) came to the PALM presentation and gave valuable external feedback. On this occasion Brian Tomlinson agreed to come to the final multiplier event, the PALM symposium in Baden, (May 2018) as a keynote speaker and expert, where helped the participants understand the importance of meaningful material production and the contribution of this understanding to the creation of meaningful virtual learning spaces such as PALM.

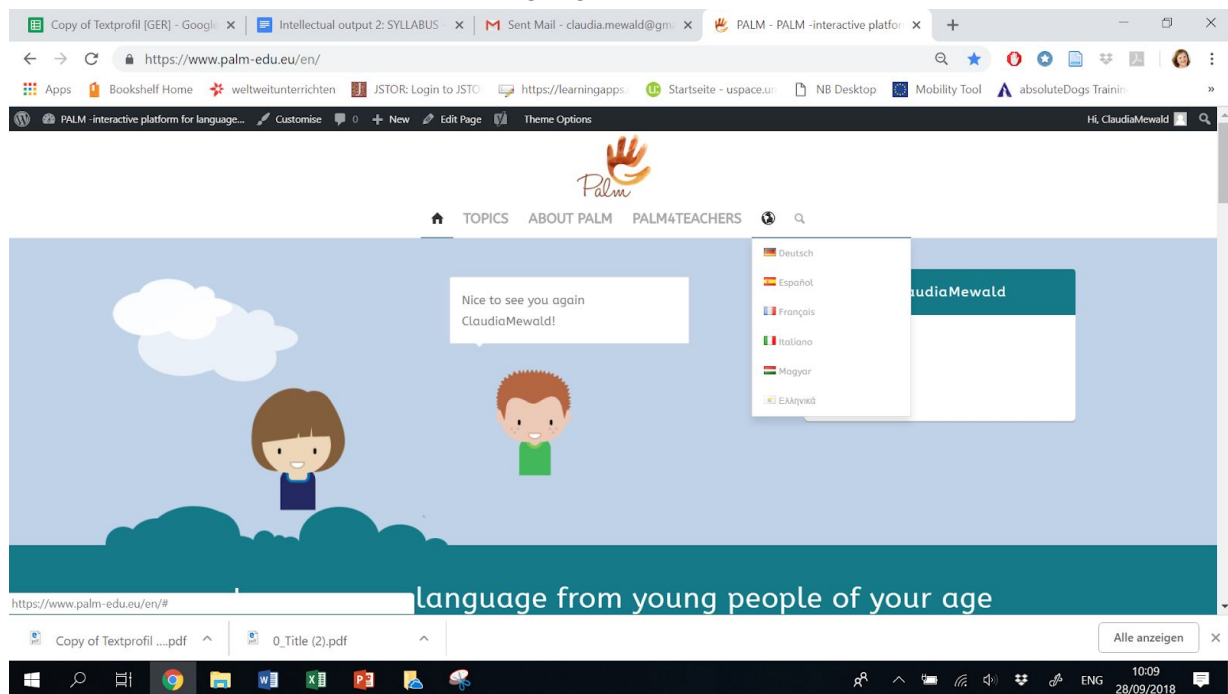
3.1 Platform features

In the following sections, the various platform features will be presented.

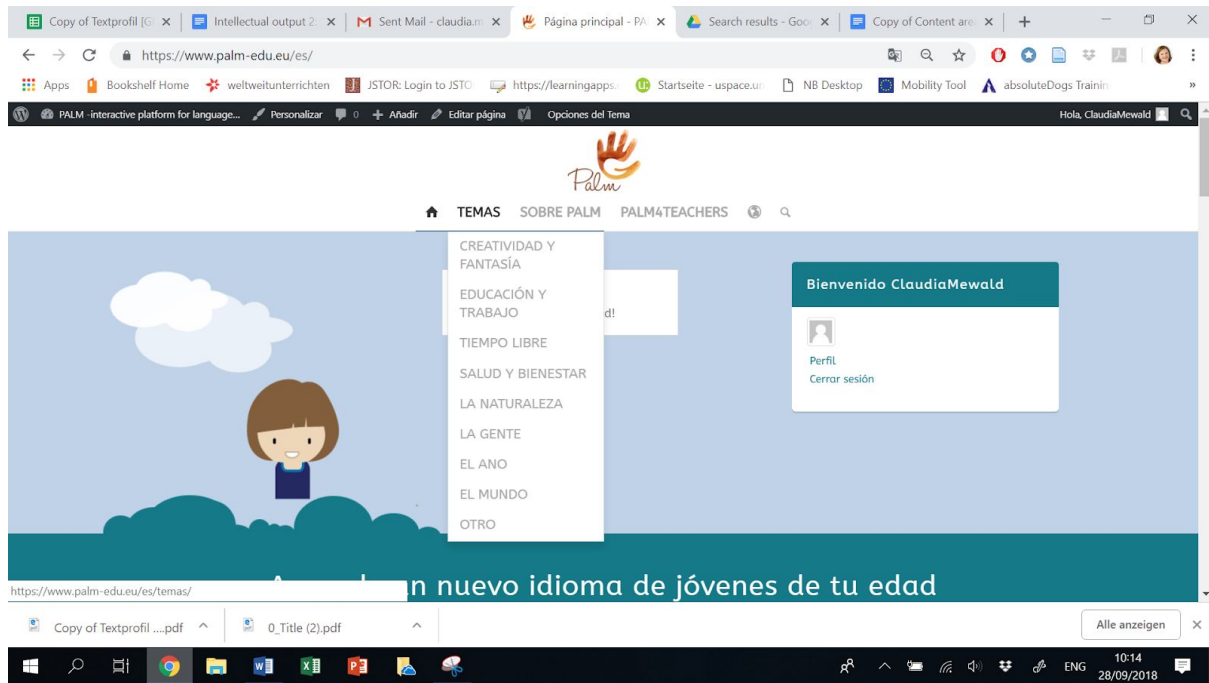
3.1.1 Platform language and content areas

The platform allows users to choose the platform language. The selection creates the list of topics in the eight project languages, while all the other front end features are possible in seven languages. Wordpress does not support Latin, which is why platform users choosing to learn Latin have to select from the other seven project languages.

Picture 1: How to select the platform language



Picture 2: Example - Spanish



Picture 3: Example - Hungarian



Picture 4: Example - Ladin



Users also select the language to learn, which then sets the platform to offer texts only in the language of choice.

Picture 5: Languages to learn



Learn a new language from young people of your age

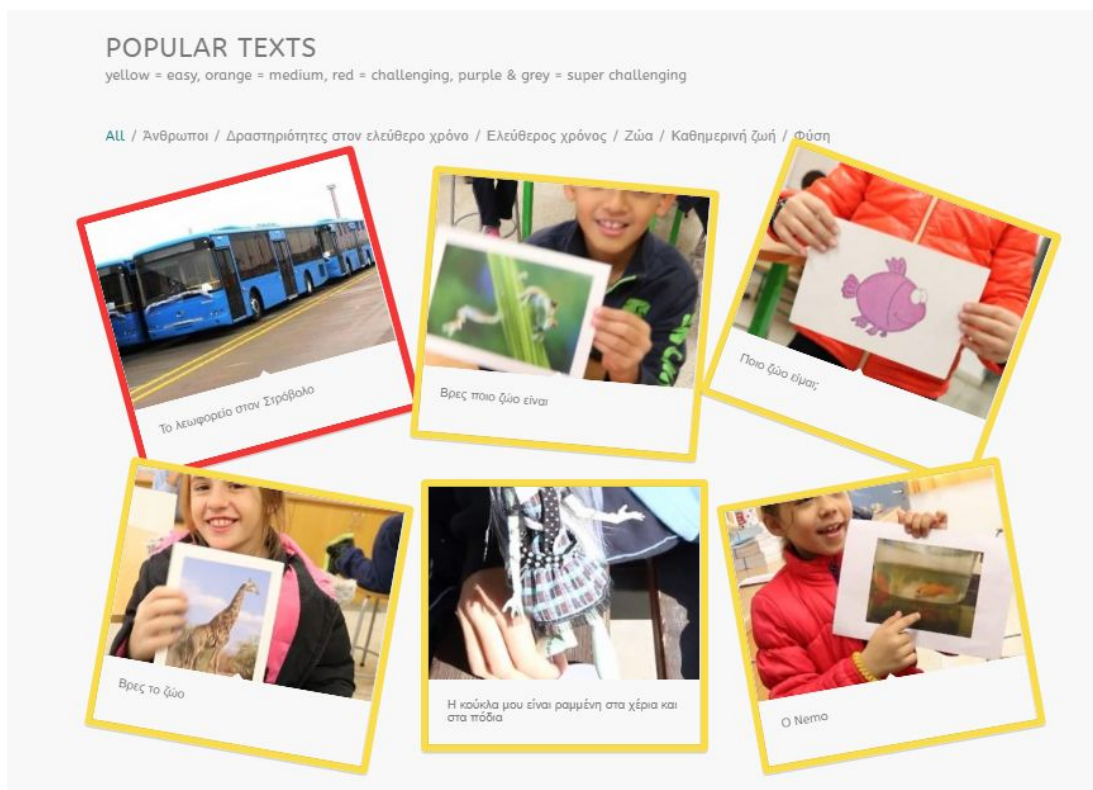
| | | | |
|---------------|--------------|-------------------|----------------|
| 1500 texts | 750 tasks | 750 activities | 8 languages |
|---------------|--------------|-------------------|----------------|

Which language do you want to learn?

Deutsch Ελληνικά English Español Français Italiano Ladin Magyar

Popular texts are shown on the front page.

Picture 6: Texts on the platform PALM with coloured frames according to CEFR level



POPULAR TEXTS
yellow = easy, orange = medium, red = challenging, purple & grey = super challenging

All / Άνθρωποι / Δραστηριότητες στον ελεύθερο χρόνο / Ελεύθερος χρόνος / Ζώα / Καθημερινή ζωή / Φύση

- Το λεωφορείο στον Στρόβολο (Red frame)
- Βρες ποιο ζώο είναι (Yellow frame)
- Ποιο ζώο είμαι; (Yellow frame)
- Βρες το ζώο (Yellow frame)
- Η κούκλα μου είναι ραμμένη στα χέρια και στα πόδια (Yellow frame)
- Ο Nemo (Yellow frame)

3.1.2 Frames for texts: estimated CEFR levels

The texts appear on the platform with coloured frames. The colours reflect the estimated CEFR level of the input text. The difficulty rises with the darkness of the frame.

A yellow frame suggests that a text is at A1 level, A2 is orange. B1 texts have red frames, B2 is dark red, C1 is purple and grey signals C2 level input texts.

Table 4: CEFR levels and coloured frames

| | | |
|----|----------|-----|
| A1 | yellow | 198 |
| A2 | orange | 477 |
| B1 | red | 337 |
| B2 | dark red | 115 |
| C1 | purple | 37 |
| C2 | grey | 36 |

Most of the texts on the platform PALM are estimated to be at A2 level. 337 texts are at B1 and 198 are at A1 texts. This range seems appropriate for the age groups and the level the age groups tend to reach in foreign language education around Europe. More than 100 texts are at B2, some at C1 and C2 level.

The following platform features will be described in the technical reports for IO3 and IO4.

IO 3: Transcripts corrected, Lexis and Gamification

IO 4: Quiz, Do, Classroom Task

3.2 Functions and text types

The process of text administration in text profiles included tagging in the categories function and text type.

The distribution of functions and text types suggests that the pupils are familiar with a small number of text types and functions and that teaching should create more variety and focus on more text types and functions needed in real life.

Text types most frequently used are descriptions (factual and informal; 294) as well as stories & narratives (184). The most frequent functions are describing (328), giving information (8179), and telling (240).

Table 5: Functions and text types

| FUNCTIONS | NR | TEXT TYPES | NR |
|--------------------|----|------------------------|----|
| Accept invitations | 3 | Application letter, CV | 2 |
| Agree, accept | 0 | Advertisement | 11 |
| Apologise | 0 | Article | 13 |

| | | | |
|-------------------------------|-----|--------------------------|-----|
| Argue | 19 | Argumentative Discourse | 13 |
| Ask for advice | 0 | Biography | 15 |
| Ask for confirmation | 0 | Card, e-card | 8 |
| Ask for feelings | 1 | e-mail | 2 |
| Ask for help | 6 | essay | 36 |
| Ask for information | 16 | factual description | 113 |
| Ask for interest | 0 | factual report | 46 |
| Ask for preference | 1 | form | 3 |
| Ask for reasons | 1 | expository discourse | 15 |
| Complain | 2 | functional discourse | 14 |
| Compliment | 0 | informal conversation | 16 |
| Convince | 3 | informal discussion | 6 |
| Declare ownership | 0 | informal description | 181 |
| Depart | 1 | informal report | 54 |
| Describe | 328 | letter | 20 |
| Disagree | 1 | note | 6 |
| Entertain | 75 | review (book, film, ...) | 18 |
| Personal connections | 8 | personal statement | 60 |
| Express preference | 15 | poem, rap, song | 91 |
| Express appreciation | 9 | postcard | 8 |
| Express confusion | 2 | process description | 43 |
| Express feelings or attitudes | 61 | story, narrative | 184 |
| Express interest | 4 | survey - outline | 1 |
| Give confirmation | 10 | survey - report | 2 |
| Give information | 179 | text message | 4 |
| Give reasons | 25 | comics | 6 |
| Greet | 8 | new media discourse | 0 |
| Inquire opinion | 0 | map (mind) | 18 |
| Inquire ownership | 1 | diagram | 3 |
| Invite | 20 | picture dictionary | 21 |
| Join | 11 | video dictionary | 14 |
| Maintain connections | 2 | poster | 32 |
| Offer advice | 12 | presentation | 39 |
| Offer help | 2 | lap-book | 0 |
| Persuade | 4 | labelled photographs | 10 |
| React to apologies | 0 | other | 62 |
| React to complaints | 0 | | |

| | | | |
|----------------------|-----|--|--|
| React to compliments | 0 | | |
| Report | 42 | | |
| Request action | 6 | | |
| Retell something | 62 | | |
| Suggest | 7 | | |
| Sympathise | 0 | | |
| Tell | 240 | | |

3.3 Languages and text sources

The majority of texts English, German and Italian, followed by Hungarian and Greek. The other languages might benefit from follow-up projects.

Most of the texts are written or video recorded. A small number of texts is audio-recorded or pictorial.

Table 6: Languages and text sources

| | | | |
|-----------|-----|---------|-----|
| English | 361 | Audio | 22 |
| French | 34 | Picture | 55 |
| German | 289 | Video | 244 |
| Greek | 148 | Written | 900 |
| Hungarian | 158 | | |
| Italian | 313 | | |
| Ladin | 36 | | |
| Spanish | 30 | | |

4. Material production, specifications for audio and video recorded texts

While the first two meetings comprised discussions and negotiations about platform design and project organisation, the third meeting confirmed the framework for text production, which was piloted as of March 2016.

The following guidelines were implemented in the PALM project:

1. Teachers set tasks based on “Guidelines for text production”.
2. Pupils produce written texts, videos, audios and other materials (e.g. photographs, drawings that might be used with their texts). If used together with written texts, any pictures, drawings etc. must come in the same PDF file¹.

¹ If a written text is supplemented by an audio or video file, this additional file must have the same text number and in the text profile a second entry has to be created **with the same text NUMBER**.

3. PALM Boards consisting of pupils and at least one teacher select texts for publication and immediate task production. School voting and/or competitions are encouraged as additional incentives for pupils to produce engaging texts.

4. If needed, texts for immediate task production can be edited for publication (process writing, peer-editing....) by authors (=pupils) supported by teachers who impose as little influence as possible on the originality and authenticity of text production.

We are not looking for perfection but for authenticity!

5. Final texts are submitted to PALM Board - the teacher adds the topic (**PALM Schools > Topics**) and title to the respective files (**PALM Schools > x Language** (e.g. 1 EnglishOR 8 Spanish > **Title**), which creates numbers for topic and title. If a topic is already in the list, the teacher does not create the same topic again but uses the already available number for the topic in the text profile. Titles that are already in the list cannot be used again but new titles have to be found.

For example: **My three pets** is already in the list with number 1001. If another text with the same title is submitted, the title has to be changed.

For example: **My three pets: Dancer, Prancer and Rudolph** OR **The three pets in my family**.

6. The teacher creates the text profile in PALM Schools > x Language > Text Profile on Google Drive.

For this task, teachers use the document **Text Profile_Instructions**:

<https://drive.google.com/open?id=0BxAUMGgYX5jOQkEtYVJSck9Rc28>

They fill the spreadsheet **Text Profile** in the folder for the language they are working on.

7. The teacher produces a PDF (written text, picture or object; not bigger than 1.5 MB), mp4 (video), mp3 or WAV (audio) file and a transcript of the text in word.

Documents are saved in the correct language file in **PALM Schools** using the **title number** for the text file in **Audio submitted**, **Pictures submitted**, **Videos submitted**, or **Written Texts submitted** on Google Drive.

8. A **transcript of the original text** is saved with the title number (see point 5) preceded by **T_ in Transcripts** on Google Drive in the correct language folder.

Please do not make changes to the text; corrective transcripts (see below) will be created in the process of text production.

9. All other texts (**no immediate task production**) can be edited in a process-writing procedure and uploaded with a text profile with only 6 boxes (AU, GE, AG, COU, CA, TO) filled in. **These texts do not need text numbers because they will not be used for immediate task production.**

Teachers can number these texts in consecutive numbers starting with the language number.

For example:

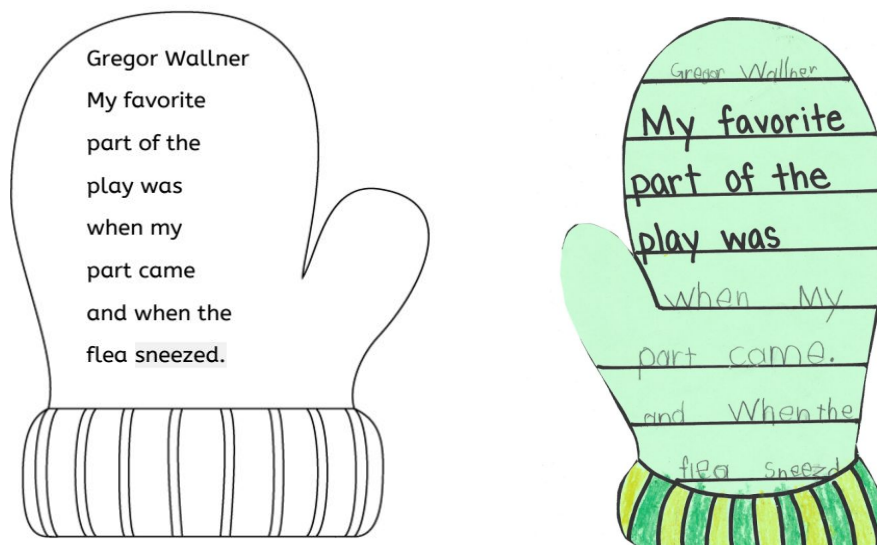
61 for the first text in Italian

72 for the second text in Latin etc.

Teachers can also stimulate text production through different tasks (e.g. mind maps, labelled photographs or labelled drawings...) with pupils whose texts might otherwise not be selected for upload. These “alternative” texts can be selected for upload using a text profile with only 6 boxes (AU, GE, AG, COU, CA, TO) filled in.

These texts do not need text numbers because they will not be used for immediate task production.

Example for corrective transcript and original text



Guidelines for text production

1. Select a topic area.
2. Stimulate text production with as little guidance as possible. Let the learners come up with their own ideas and topics they would find interesting. Inform them that they are writing or speaking for learners of their language and roughly the same age.
3. We are interested in texts or videos that are engaging and as authentic as possible.
4. To create variety you can stimulate the use of certain text types which are exemplified in the document on **Google Drive > PALM Schools > Text types exemplified.**
5. If you are using a process-writing approach, please guide the learners towards accuracy but try to leave the language authentic. Minor errors do not have to be corrected because a corrective transcript will be added to the original text to ensure correct input through the platform by the task designers.
6. In video recorded texts, the characteristics of the spoken language (incomplete sentences, natural lapses, mild dialect etc.) are expected features and should therefore be tolerated.

Stimulus (Example)

Present your hometown / home country to teenagers. What might they be interested in?

Present your topic in a poster or in a short promotion video.

A poster has

- a title
- at least one centre picture
- a message

A good poster is

- legible from a distance
- attractive
- informative

A promotion video

- has a catchy title
- tells a story

A good promotion video

- is not too long (max. 3 minutes)
- engaging
- informative
- uses music and sound to support the message

5. Moodle course for text processing and material development

The project team decided in meeting 3 that a google Drive rather than Moodle or Dropbox should be used. Moodle requires authorisation which would have limited the collaboration of a large number of teachers. Dropbox does not allow for collaboration on documents and it is expensive for large amount of data.

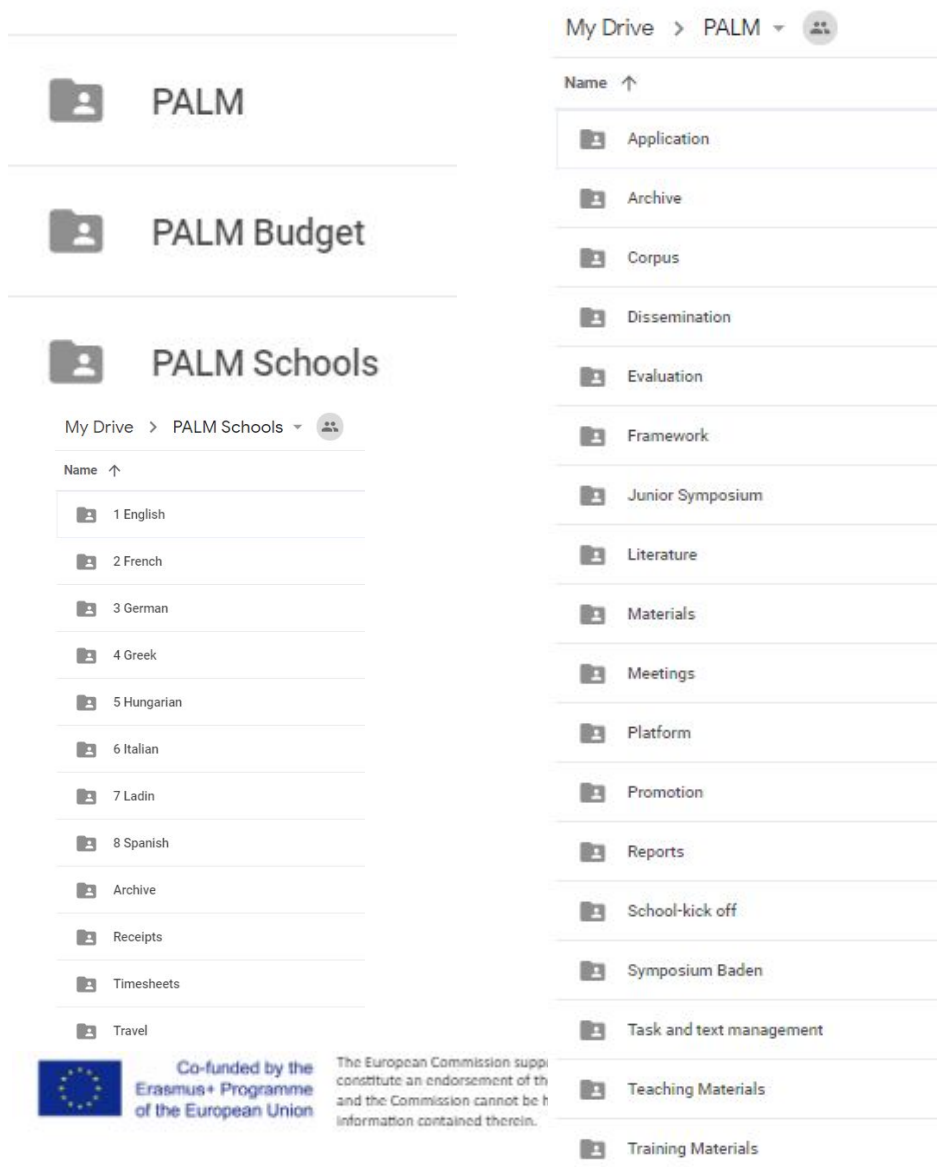
Three virtual work spaces were established:

PALM Schools - for teachers at project & associated schools, HEIs and trainee teachers

PALM - for selected teachers, HEIs and trainee teachers

PALM Budget - for the 10 project partners

Picture 7: Screenshots from Google Drive courses



My Drive > PALM

Name ↑

- Application
- Archive
- Corpus
- Dissemination
- Evaluation
- Framework
- Junior Symposium
- Literature
- Materials
- Meetings
- Platform
- Promotion
- Reports
- School-kick off
- Symposium Baden
- Task and text management
- Teaching Materials
- Training Materials

My Drive > PALM Schools

Name ↑

- 1 English
- 2 French
- 3 German
- 4 Greek
- 5 Hungarian
- 6 Italian
- 7 Ladin
- 8 Spanish
- Archive
- Receipts
- Timesheets
- Travel

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support constitute an endorsement of the and the Commission cannot be held information contained therein.

6. Moodle courses for work with trainees

Work with trainees was organised in Moodle courses. However, task production, which was done in collaboration with the trainees, was organized through Google Drive. The following example exemplifies one of the courses created. The following guidelines were followed:

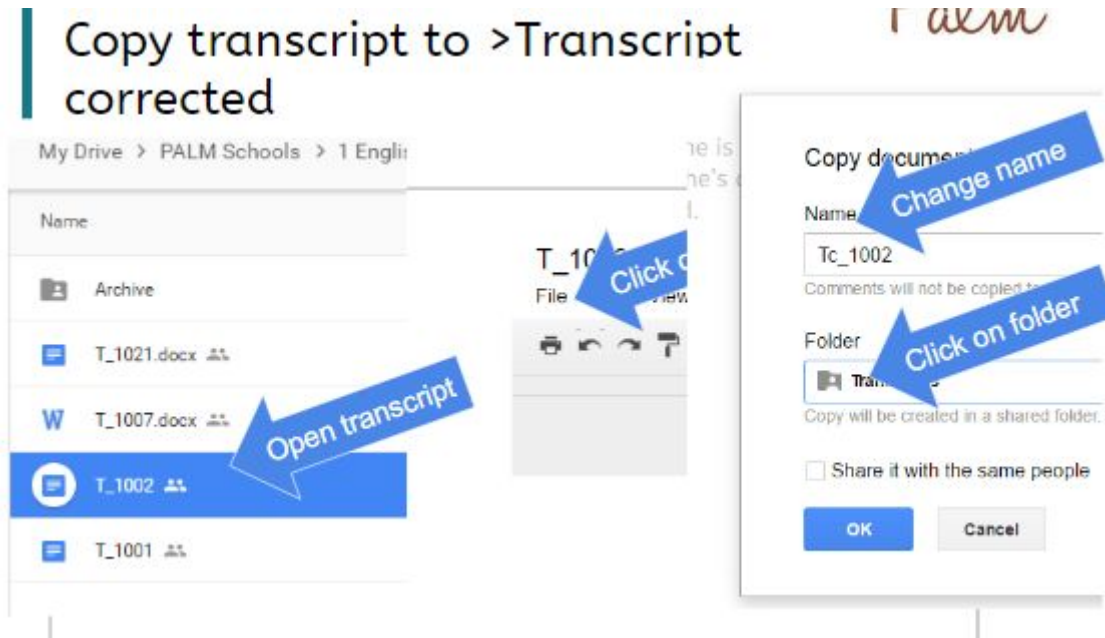
Task production 28_10_16

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 2². Use the **Style Sheet_Task Production**. Follow the document **Strategies and Competences**.

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_WVu8

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

² No item profiling needed because there is no automatised feedback to open tasks.



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 webdesigner (WD)

The WD publishes 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>

7. Plans for teacher workshops

Teacher workshops focussed on text production and are documented in PPTs published on PALM4TEACHERS.

Apart from PPTs and articles, the platform also features tutorials for teachers. Training materials are available for collaborating trainers.

Picture 8: PALM4TEACHERS



7.1 Meeting C1

PALM (Promoting authentic language acquisition in multilingual contexts)

Coordinating institution: University College of Teacher Education Lower Austria

Partner institutions: NILE Norwich, University Bozen-Bolzano, University Cyprus, University Pécs, University College of Teacher Education Burgenland

Partner schools: Junior High School Carlberggasse, Vienna; High School/Lower and Upper Secondary School Oberwart; Primary School Oberpullendorf; Istituto Comprensivo Bolzano 1 Centro Storico

Short-term staff training 1

Venue: PH NOE; Baden, Austria

Dates: December 4th – December 9th

| Day | Times | What? |
|--------|---------------|--|
| 04.12. | 15:30 – 18:00 | Meet and greet; |
| FR | | assigning keeper of the minutes & photographer |
| | | Project goals and plan PH NOE, BSP 1 |
| | | revisited |
| | | Contracts |
| | | Detailed plan of work |
| | | Job descriptions & recruitment of project members (trainees, academic assistance, administrative staff, teachers...) |
| | | Workflow plans |
| | | Time-sheets & bookkeeping |
| | | Logo – pupils'/trainees' work |



05.12. 09:00 – 18:00
SA

Syllabus design for 8 (-12)
Text production -
specifications
Task type framework
Feedback framework PH NOE, room BSP 2 (morning) & S6 afternoon
Quizlet, Learning App

Dates for meetings 2016/17/18

06.12. 10:00 – 13:00
SU 14:30 – 18:00

Dates for symposia 2018
Virtual learning space design
framework
Planning School-kick off PH NOE, room S6



| | | |
|-----------------------------|--|-------------------|
| 07.12. 09:00 – 13:00 MO | Virtual learning space design | PH NOE, room S6 |
| 14:30 – 18:00 | Moodle Course Production | |
| 08.12. 10:00 – 13:00 TUE | Corpus: conceptual design | |
| 14:30 – 18:00 | Corpus ctd. Parents' letters | PH NOE, room S6 |
| 09.12. 10:00 – 12:00 WED | Planning next phase leaflet, logo | PH NOE, room BZ 2 |
| 14:30 – 17:00 | Workshop with teachers Simulating School-kick off | |

7.2 Meeting C3

AGENDA PALM Meeting 4: Short-term Staff Training C3

Time: 25.09. - 30.09.2016

Venue: University College of Teacher Education Lower Austria, Muehlgasse 67, 2500 Baden, **Seminar room 6 (1st floor)**

Suggested accommodation:

Pension Villa Inge

Weilburgstr. 24-26
2500 Baden bei Wien
Tel. +43225243171

<http://www.tourismus.baden.at/unterkuenfte/unterkuenfte/pensionen/>

Public transport to and in Baden

http://www.viennaairport.com/passagiere/anreise_parken/s-bahn

http://www.baden.at/cms/upload/Verkehr_allgem/ffentlicher_verkehr/Fahrplan_Linie_R_2016.pdf

Taxi (not covered by EU Grant)

office@fuhrmann-taxi.at



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25.09.2016 Arrival

17:00 - 20:00

Welcome

Distribution of tasks:

Chair: makes sure we stick to task and calls team to take a decision at the end of the session

Minutes: takes minutes, shares them with group at the end of the meeting, Maria

Dissemination manager (pictures etc.): takes pictures and makes videos, shares them with group, puts them on Google Drive

Time manager: makes sure we stick to time

Information about new developments and new partners (Claudia)

26.09.2016 09:00-12:00
MO

Agreeing on Minutes Meeting 2

Information about new developments: Reports from all institutions
(Chair: Sabine)

13:00-17:00

Revisiting Framework for Task Development & Feedback

How to create text and task profiles - new developments (Chair: Barbara)

Developing **algorithm** for the platform: how to select the next most suitable text for the learner based on data we gain from the a learner's performance
(Chair: Claudia)

Corpus: Agreeing on final version (Chair: Sabine)

Planning **staff-training** with teachers - information about presentations
(Chair: Claudia)

27.09.2016 09:00-10:00

TUE Meeting with platform developer Susanne Hofmann (Chair: Sabine)

What do we need to contribute to fill platform?

ABOUT PALM: texts, pictures, short videos

Topics: Texts and tasks

PALM4TEACHERS

Translations?

11:00 - 12:00

Junior Symposium 2018: Planning pupil interaction - tasks, prompts, Sabine
(Chair: Claudia)

12:00-13:00

Planning symposia: call for papers, keynote speakers... Dina?
(Chair: Claudia) >> TN Meeting Bolzano 02/17





Lesson Study & planning observation/interview schedule for interaction,
Claudia
(Chair: Sabine) >> TN Meeting Bolzano

14:00-15:00

Development of evaluation tool for texts and materials in Survey Monkey
(Claudia)
(Chair: Dina?)

15:30- 17:00

Sessions (approx. 30 minutes each) - sharing expertise and experience:
(Chair: Renata?)

Intro: Google Drive Text & Task Management (Claudia)

Designing engaging tasks that develop thinking skills (Maria Heron)

Text types and tasks for primary education (Elisavet Kiourti)

Task types reading and listening, German: Elisabeth Punz

28.09.2016
WED

09:00 - 09:50

Meeting with Primary School Head Teacher (meet at front door)

10:00 - 13:00 Planning Symposium Baden - art, music and sports specialists
from PH NOE

(Chair: Claudia)

14:00-17:00

Planning Thursday afternoon session, all team members

(Chair: Barbara)

29.09.2016
THU

09:00-13:00

Task types and tasks & developing tasks, Claudia & Sabine (Chair: Dina?)
Bolzano Meeting, Junior Symposium 2018: Planning pupil interaction - tasks,
prompts, all
(Chair: Claudia)

Staff-Training - meet at 14:00

14:30 - 17:30

Intro

14:30 - 14:40 Information about project including
document on Text development (Claudia) 30'

Workshop 1:

**Stimulating engaging texts through authentic
tasks/prompts**





14:40 - 15:00 Primary and secondary,
Hungarian/German: (Agnes, Tünde) (20')
15:00 - 15:20 Primary, writing/speaking, German:
(Elisabeth Punz) (20')

Workshop 2: **Task types & feedback**
15:20 - 15.30 Primary, English: Barbara (10')
15:30 - 15:40 Secondary, English: Claudia, Sabine (10')

Coffee break: 15:45 -16:00

Workshop 4: 16:00- 16:20 Lexical notebooks (Claudia & Sabine) 20'
Workshop 5: 16:20 - 17:10 Videos (Josef) 50'
Workshop 6: 17:10 - 17:30 Gamification (Sabine) 20'

30.09.2016 09:00-12:00
FR Planning next phase: Distribution of tasks (Chair: Sabine)
School visit
Afternoon: departure

7.3 Meeting C5

| 6th PALM MEETING: Meetings C5 & C6 Faculty of Education Free University of Bolzano Viale Ratisbona 16 – Regensburger Allee 16 39042 Bressanone Brixen | | | | |
|---|----------------------------|---------------------------|---|---|
| PLEASE TAKE NOTE Teachers of the partner organisations are at all times responsible for their pupils. The Free University of Bolzano and the PALM Team of unibz will not be responsible or liable, directly or indirectly, in any way for any incident, loss or damage of any kind incurred during the PALM Meeting 6 - C4 C5 in Bressanone/Bolzano. | | | | |
| Datum Date | Ort Place | Uhr Time | Tätigkeit 1. Activity | Actions/animations for the pupils |
| 01/02 May 2017 | Brixen Bressanone | 18. | Travel to Bressanone Stay at Cusanus Brixen (rooms reserved by an Austrian agency for Austrian students and trainees by BG Stainach) Stay at Sarns College (reserve within | Welcome to pupils, teachers and partners at Cusanus by the PALM-Project Team FUB |

| | | | | |
|-------------|--|-----------------------------|---|---|
| | Cusanus | 00 | 13/02/2017, 6 p.m.) Stay at Hotel Jarolim (reserve within 10.02.2017) WELCOME | Short information about Bressanone |
| 03 May 2017 | Faculty of Education BX Eduspaces | 09.30 10.00 | Warm-up: Pupils meet - Greeting to get to know each other Organisation German: PH NÖ Organisation Ladin & Italian: FUB Poster session | Concentric circles: Hallo, Ich heiße..... Ich komme aus... Und du? In German, Italian and Ladin Students and their posters to introduce their home towns, schools & themselves |
| | Missionshaus | 11.00 | <u>Visit the museum of South Tyrolean school history</u> - Dr. Maria Gall | Students collect info (interviews with teacher/students at the school). Use this info for a presentation/poster in group + Picture/video diary |
| | Mensa | 12.00 | Lunch Mensa Bressanone | Travel agent or schools can buy vouchers from Mensa |
| | Brixen Eduspaces | 13.00 15.30 16.30 | <u>Visit the city of Bressanone</u> - Dr. Maria Gall http://www.brixen.org/de/stadt/stadtrundgang/fuehrungen/75-familienfuehrung-brixner-stadtgeschichten-fuer-die-ganze-familie.html Translanguaging activity "Towers" Organisation: PH NÖ End of organized activities for students and teachers | Students collect info (interviews with teacher/students at the school). Use this info for a presentation/poster in group + Picture/video diary? Scissors provided by FUB |
| | Room 3.34 | 17.00-20.00 | PALM Team Meeting – Chairs: Kurt Allabauer, Claudia Mewald, Sabine Wallner | all PALM Team members |
| 04 May 2017 | Bozen Danteschule | 10.00 | <u>Visit the partner school of Bolzano</u> Train leaves the Bressanone railway station at 8.55 Every participant needs to have a museumobil Card http://www.mobilcard.info/en/default.asp | Students collect info (interviews with teacher/students at the school). Use this info for a presentation/poster in group |
| | | 12. | Lunch Mensa Bolzano | Travel agent or schools |

| | | | | |
|-------------|---|--------------|--|--|
| | | 00 | | can buy vouchers from Mensa |
| | | 13.00 | Playground Talferwiesen | |
| | | 14.00 | <u>Visit the Iceman Museum</u> http://iceman.it/de/familienfuehrung/ | Tickets bought by ...? Price? |
| | | 16.00 | <u>Visit the city of Bolzano</u> - Dr. Maria Gall | 2 guides booked by FUB but paid by 2 HEIs that do not host meetings with pupils from their PM budget. Which? |
| | | 17.00 | Departure to Bressanone Train leaves Bolzano railway station 17.01 | |
| | | 17.00 | End of organized activities for students and teachers | |
| 05 May 2017 | Scuola Rosmini Eduspaces | 10.00 | <u>Visit partner school in Bressanone (students 6-11)</u> | Students collect info (interviews with teacher/students at the school). Use this info for a presentation/poster in group + Picture/video diary |
| | | 10.00 | 12+ students: Translanguaging activity "Space" (co-operative group work and info-gap). Organisation: PH NÖ | |
| | | 12.00 | Lunch Mensa Bressanone | Travel agent or schools can buy vouchers from Mensa |
| | Eduspaces | 13.00 | Water experience (Prof. Corni, Uni Modena Reggio Emilia) | Students prepare presentations on water experience and posters about visit to Bressanone and Bolzano |
| | | 15.00 | Poster sessions | Students report about their visit |
| | | 16.15 | How to use the platform for students Organisation: PH NÖ | Students pilot platform |
| | | 16.45 | End of organized activities for students and teachers | |
| | Faculty of Education BX Room 1.25 | 1300-1500 | Teacher workshop: How to use the Platform (Claudia Mewald) Teacher workshop: Quizlet and LearningApps (Sabine Wallner) Organisation: PH NÖ | Staff training |
| | Room 3.34 | 17.00-20.00 | PALM Team Meeting – Chairs: Claudia Mewald, Sabine Wallner | all PALM Team members |

| | | | | |
|-------------------|-----------|------------------------|--------------------------------|---------------------|
| | | 00 | | |
| 06 May 2017 | Eduspaces | 08. 00 | University Building Bressanone | Farewell activities |
| | | 130 0- 15. 00 | Departure | Bye bye |

7.4 Meeting C7

Monday, May 28th, 2018

| <i>PALM Team, Pupils & Teachers</i> | | |
|---|---|--|
| 10:00 | Room HOG 217 (floor 2) Meet and greet at PH NÖ | Concentric circles |
| 10:42 | Bus ride to city of Baden, Josefsplatz | City Bus Linie C (€ 0,90 child; € 1,80 adult) |
| 11:00 | City Tour | Approx. 120 Minutes |
| 13:00 | Lunch Break | |
| 14:45 | Rollett Museum | Baden, Weikersdorfer Pl. 1 (€ 2,50) |
| Tram leaves 16:00 | Leave for PH NÖ | Badnerbahn (€ 0,90 child; € 1,80 adult) |
| 16:20 | Room HOG 217 (floor 2) or outside (weather permitting) | Playground Activities Herbs Run |
| 17:00 | HEG 01 (Lecture Hall, ground floor) | Concert |
| 18:00 | Austrian Buffet (Mensa = Cafeteria) | |

Tuesday, May 29th, 2018

| | <i>Pupils & Teachers</i> | <i>PALM Team</i> |
|-------|---|---|
| 09:30 | Room HOG 215, floor 2 Ode to Joy - Music session & Arts Activity (T-shirts) | Room HOG 217, floor 2 Intro: Intellectual output platform texts & materials, corpus 10:00 |
| 11:30 | Sports activities (SEG19) or outside (weather permitting) | Training for platform upload with Sophia Czasny https://phnoebra.adobeconnect.com/ph |
| 13:15 | Lunch PH NÖ: Mensa (Cafeteria) | |
| 14:00 | Room HOG 215, floor 2 Story Time & Arts Activities Mythical Creature | Room HOG 217, floor 2 Agenda: Team Presentation (Plan) Partners' reports on developments Intellectual outputs: Teamwork - Syllabus, Corpus, Platform texts & tasks, handbook (please bring your data) Deadlines Reports: Financial, narrative Dates for Skype meeting in September |
| 16:00 | Apple Strudel Show & Dinner PH NÖ, Mensa (Cafeteria) | |



Wednesday, May 30th, 2018

| | <i>Pupils</i> | <i>PALM Team & Teachers</i> |
|-------|---|---|
| 09:00 | <i>Registration</i> | |
| 09:00 | HEG 01, ground floor Ode to Joy - Practice | 10:00 HEG 01: Lecture Hall |
| 10:45 | HOG 215, floor 2 Story Time & Arts Activities Mythical Creature ctd. | Symposium, Lecture Hall |
| 13:00 | Lunch PH NÖ: Mensa (Cafeteria) | |
| 14:00 | Sports activities (SEG19) or outside (weather permitting) | HEG 01: Lecture Hall & rooms according to afternoon programme Parallel presentations & workshops |
| 17:00 | Dinner: Heurigen Mühlfeldhof Rudolf Kaspar-Gasse 26, 2511 Pfaffstätten | |



Thursday, May 31st, 2018

| <i>PALM Team, Pupils & Teachers</i> | | |
|---|--|---|
| Tram leaves 09:07 | Trip to Vienna, Oper | Badnerbahn; € 8,70 (per person; group day ticket) |
| 10:30 | Haus der Musik | Seilerstätte 30, 1010 Wien € 6,00 (child) € 13,00 (adult) |
| 13:10 | Picnic at the Zoo Schönbrunn (provided by PH NÖ) | Maxingstraße 13b, 1130 Wien € 9,00 (child) |
| 14:00 | Treasure-hunt, talks and feedings | € 18,50 (adult) |
| 16:45 | Trip to Baden | Underground and Badner Bahn |
| 18:00 | Dinner Heurigen Mühlfeldhof Rudolf Kaspar-Gasse 26, 2511 Pfaffstätten | |



Friday, June 1st, 2018

Change of programme on demand

| <i>PALM Team, Pupils & Teachers</i> | | |
|---|---|-----------------------------------|
| 09:00 | HOG 102 Closing ceremony: PH NÖ | Certificates |
| Bus leaves 09:42 Train leaves 10:02 From Bahnhof Baden | Trip to Vienna, hauptbahnhof, then take U1 to Karlsplatz, walk to Oper; meet at fountain or, if you are late at | |
| 11:10 | Spanish Horse Riding School Michaelerplatz 1, 1010 Wien | € 7,50 (child) € 15,00 (adult) |
| approx. 12:10 | City walk to Stephansplatz | |
| | Dancing Waltz | |
| 13:00 | End of programme, free time | |
| | | |
| 17:00 | Dinner Heurigen Mühlfeldhof Rudolf Kaspar-Gasse 26, 2511 Pfaffstätten | |



8. Plans for symposia E1 & E2

Multilingualism and Language Learning in the Digital Era

University of Cyprus, Department of Education

Conference Program

| Thursday 22 nd March 2018 | |
|--|---|
| 9:00 – 9:30 | Registration |
| 9:30 – 10:00 | Welcoming Ceremony |
| 10:00 – 11:00 | Plenary: Crossing borders: Multilingual learning, digital creation and the arts Vicky MacLeroy, Goldsmiths University of London |
| 11:00 - 11:30 | Coffee Break |
| 11:30 – 13:00 PARALLEL SESSIONS | |
| Room A | Room B |
| Gamification and Education Chair: Elisavet Kiourti | Creating Meaningful Contexts for Multilingual Learning Chair: Nansia Kyriakou |
| 11:30 – 12:00 Investigating the affordances of mobile games in education Sotiris Themistokleous, CARDET | Multilingual and intercultural education: the trilingual model of the Free University of Bolzano-Bozen Renata Zanin, Lynn Mastellotto – Free University of Bolzano |
| 12:00 – 12:30 Harnessing the potential of online games for the development of soft skills Maria Solomou, CARDET | Authenticity and preservation through language teaching: The case of Cypriot Arabic Marilena Karyolemou, University of Cyprus |
| 12:30 – 13:00 Exploring multiliteracies through the use of web-based learning Katerina Theodoridou, CARDET | The development of reading skills and stress assignment by heritage Russian speakers Sviatlana Karpava, UCLan Cyprus |
| 14:00 -14:30 (Dis)connecting literacy practices: A critical comparison of Online Gaming and Classroom Elisavet Kiourti, University of Cyprus | Working with genres, authentic texts and structure-content interaction to develop tasks for language learning Ioannidou Elena, Nansia Kyriakou, Elisavet Kiourti, Christodoulou Valentina, University of Cyprus |
| 14:30 – 15:00 How lingualization can improve the availability of subtitles available for English speaking Youtube videos Christos Kypri, State institutes of Further Education – Kofinou Asylum Centre | Promoting authentic language acquisition in multilingual contexts Marilena Stylianiou, Pefkios Georgiades Primary School |
| 15:00 – 16:00 Plenary: Language alternation and translanguaging: a complicated relationship Tsiplakou Stavroula, Open University of Cyprus | |
| 16:00 -16:30 | Coffee Break |
| 16:30 – 18:30 WORKSHOPS | |
| Room A | Room B |
| 16:30 – 17:30 Peer assisted blogging for refugee integration Christos Kypri, State institutes of Further Education – Kofinou Asylum Centre | Lexical notebooks and creative text production with PALM Sabine Wallner & Claudia Mewald, Pädagogische Hochschule Niederösterreich |
| 17:30 – 18:30 Designing Language Assessment Tasks for Young learners Dina Tsagari, Oslo Metropolitan University | Achieving impact through emotionally charged texts Maria Heron, NILE, UK |
| 19:30 | Conference Dinner |
| END OF DAY 1 | |

| Friday 23 rd March 2018 | | |
|--|---|---|
| 9:00 – 10:00 | Plenary: Translanguaging: new dimensions in language learning Tsokalidou Roula, Aristotle University of Thessaloniki | |
| 10:00 -11:00 PARALLEL SESSIONS | | |
| | Room A | Room B |
| | Creating stimulating multilingual digital learning contexts Chair: Elena Ioannidou | Designing Tasks for Multilingual Learning Chair: Valentina Christodoulou |
| 10:00 – 10:30 | FRINCOM: A framework for intercomprehension in multilingual settings Claudia Mewald, Pädagogische Hochschule Niederösterreich | An Open Educational Resource: The SOURCe Project Fryni Kakoyianni-Doa, University of Cyprus |
| 10:30 – 11:00 | Promoting and preserving multilingualism in the digital age Eva Gröstenberger, Pädagogische Hochschule Burgenland, University College of Teacher Education Burgenland | The Living Book: Augmented reading for life Constandina Charalambous, European University Cyprus |
| 11:00 -11:30 | Coffee Break | |
| 11:30 – 12:00 | Unpacking the 'digital': differential meanings of digital literacy in education policy and teachers' discourse Kontovourki Stavroula, University of Cyprus | Teaching Greek as a second language in Cyprus: A two-way relationship between theory and practice Marilena Paraskeva, University of Cyprus |
| 12:00 – 12:30 | Promoting Digital Literacy through a Flipped Classroom Model for Inquiry-Based Learning (IB-FC) Maria Loizou Raouna, Cyprus Ministry of Education | The use of Wikis in the Training of Foreign Language Teachers Andri Papakyriakou, University of Nicosia |
| 12:30 – 13:30 WORKSHOPS | | |
| | Room A | Room B |
| 12:30 - 13:30 | Gamified language education with PALM Sabine Wallner, Pädagogische Hochschule Niederösterreich | Ενδυναμώνοντας Εκπαιδευτικούς στη Διδασκαλία της Ελληνικής ως δεύτερης γλώσσας: Φιλοσοφία, Εργαλεία και Εφαρμογές του Οδηγού Εκπαιδευτικού του Παιδαγωγικού Ινστιτούτου Κύπρου Despo Kyrpianou, Anna Zapiti, Christina Pappasolomontos, Pavlina Hadjitheodoulou, Cyprus Pedagogical Institute |
| END of DAY 2 | | |

* All sessions will be conducted in Rooms 018 & 010 at the Social Facilities Building and in Room B108 at the A.G. Leventis Building.

PALM SYMPOSIUM Baden, 30.05.2018

Hörsaal Aequalitas, HEG 01, Ground Floor

10:00 Eröffnung & Begrüßung

10:40 Brian Tomlinson, Anaheim University

Meaningful learning materials in the 21st century

11:30 Leticia Yulita, University of East Anglia

Intercultural learning and the 21st century language learner

12:20 Claudia Mewald, Pädagogische Hochschule Niederösterreich

FRINCOM: A framework for intercomprehension methodology for PALM

Lunch Break

Hörsaal Aequalitas, HEG 01, Ground Floor

14:00 Begrüßung und Eröffnung der Vorträge und Workshops

14:25 **PALM: Eine interaktive Plattform für das Sprachenlernen**

PALM Team

Präsentationen und Workshops

15:00 - 15:40

1. Digital reputation through text production
Maria Bajner, University of Pécs, HEG 09 (ground floor)
2. Vom Video zum Bildungsvideo
Josef Buchner, PH NÖ, HEG 08 (ground floor)
3. Promoting and preserving multilingualism in the digital age
Eva Gröstenberger, PH Burgenland, HOG 212 (2nd floor)
4. Creating impact through affectively engaging texts
Maria Heron, NILE, Norwich, HOG 109 (1st floor)
5. Von Kindern für Kinder. Zweitspracherwerb mit PALM-Texten im Kindergarten
Agnes Klein, University of Pécs, HEG 01 (ground floor)
6. Sprachensible Materialien im Mathematikunterricht
Elisabeth Mürwald-Scheifinger, PH NÖ, HOG 211 (2nd floor)
7. Das ladinische Schulsystem. Ein Modell für Europa?
Genny Ploner & Renata Zanin, Freie Universität Bozen, HOG 214 (2nd floor)
8. Lesen im Kontext digitaler Medien
Elisabeth Punz, PH NÖ, HOG 216 (2nd floor)

15:50 - 16:30

1. Working with genres, authentic texts and structure-content interaction to develop tasks for language learning
Nansia Kyriakou, University of Cyprus, HOG 211 (2nd floor)
2. Lexical Notebooks@PALM: Wortschatzerwerb in mehrsprachigen Klassen
Claudia Mewald, PH NÖ, HEG 09 (ground floor)
3. Attitude towards bilingual education on primary level – an experiential survey among parents and pedagogues
Bernadette Kövérné Nagyházi, Kaposvár University, HOG 201 (2nd floor)
4. Place and assessment of foreign language education and knowledge
Zsuzsanna Szilvási, Universität Kaposvár, HOG 116 (first floor)
5. Storytelling in the primary English classroom
Maria Vlasitz, PH NÖ, HOG 214 (2nd floor)
6. Gamified language activities@PALM: about Quizlet, LearningApps and more
Sabine Wallner, PH NÖ, HEG 08 (ground floor)
7. Die Funktion von authentischen Texten in Sprachlernprozessen an der Grundschule
Renata Zanin, Freie Universität Bozen, HEG 01 (ground floor)

| | | |
|----|----------------------|--------------|
| 3 | Friendship | 6 People |
| 4 | Books | 1 Creativity |
| 5 | Shopping | 6 People |
| 6 | Time | 7 Year |
| 7 | Sports | 3 Free time |
| 8 | Family | 6 People |
| 9 | Daily life | 6 People |
| 10 | Feelings | 6 People |
| 11 | Crafts | 1 Creativity |
| 12 | Culture | 6 People |
| 13 | School activities | 2 Edu |
| 14 | Music | 1 Creativity |
| 15 | Pollution | 7 Year |
| 16 | Traveling | 3 Free time |
| 17 | Invented Stories | 1 Creativity |
| 18 | True Stories | 1 Creativity |
| 19 | Free time activities | 3 Free time |
| 20 | Poems, songs | 1 Creativity |
| 21 | Human body | 4 Health |
| 22 | Jobs, careers | 2 Edu |
| 23 | TV shows, movies | 6 People |
| 24 | Flora, Fauna | 5 Nature |
| 25 | Places to live | 6 People |
| 29 | Math, science | 2 Edu |
| 36 | Weather, climate | 5 Nature |
| 37 | Natural phenomena | 7 Year |
| 39 | Languages | 9 World |
| 40 | Fantasy | 1 Creativity |
| 41 | IT, Computer | 9 World |

CEFR levels

| | |
|------|-------------|
| 1 A1 | (yellow) |
| 2 A2 | (orange) |
| 3 B1 | (light red) |
| 4 B2 | (dark red) |
| 5 C1 | (purple) |
| 6 C2 | (grey) |

FU Function

| | |
|---|-------------------------------|
| 1 | accept or reject invitations |
| 2 | agree, accept |
| 3 | apologise |
| 4 | argue |
| 5 | ask for advice |
| 6 | ask for confirmation |
| 7 | ask for feelings or attitudes |





- 8 ask for help
 9 ask for information
 10 ask for interest
 11 ask for preference
 12 ask for reasons or explanations
 13 complain
 14 compliment
 15 convince
 16 declare ownership
 17 depart
 18 describe
 19 disagree, reject
 20 entertain, please
 21 establish personal connections
 22 express preference
 23 express appreciation
 24 express confusion
 25 express feelings or attitudes
 26 express interest
 27 give confirmation
 28 give information
 29 give reasons or explanations
 30 greet
 31 inquire opinion
 32 inquire ownership
 33 invite
- 34 join
 35 maintain personal connections
 36 offer advice
 37 offer help
 38 persuade
 39 react to apologies
 40 react to complaints
 41 react to compliments
 42 report
 43 request action
 44 retell something
 45 suggest
 46 sympathise
 47 tell
- LA Language**
 1 E English
 2 F French
 3 GE German
 4 GR Greek
 5 H Hungarian
 6 I Italian
 7 L Ladin
 8 ESP Spanish

ST SCHOOL TYPE

- 1 Primary School
- 2 Middle School
- 3 New Middle School
- 4 Academic Secondary School
- 5 Gymnasium
- 6 Secondary School

TET Text type (s=spoken, w=written)

- 1 application letter including CV (w)
- 2 advertisement (s,w)
- 3 article, e.g. in youth magazine (w)
- 4 argumentative discourse (s)
- 5 biography (w)
- 6 card, e-card (w)
- 7 e-mail (w)
- 8 essay (w)
- 9 factual description (s, w)
- 10 factual report (w)
- 11 form (w)
- 12 expository discourse (s)
- 13 functional discourse, role play (s)
- 14 informal conversation (s)
- 15 informal discussion (s)
- 16 informal description (s,w)
- 17 informal report (s, w)
- 18 letter (w)
- 19 note (w)
- 20 review - book, film, song, video game... (w, s)
- 21 personal statement (s, w)
- 22 poem, rap, song (w, s)
- 23 postcard (w)
- 24 process description (s, w)
- 25 story/narrative (s, w)
- 26 survey - outline (w)
- 27 survey - report (s)
- 28 text message (w)
- 29 comics (w)
- 30 new media discourse / microblogging (twitter, tumblr, instagram, facebook) (w)
- 31 map (mind) (w)
- 32 diagram (w)
- 33 picture dictionary (w)
- 34 video dictionary (s)
- 35 poster (w)





- 36 presentation (s)
- 37 lap-book (w)
- 38 labelled photographs/drawings (s/w)
- 39 other

TES Text source

- 1 audio
- 2 picture
- 3 video
- 4 written

