



The role of lesson study in the quality assurance of material production in language education

Claudia Mewald & Sabine Wallner

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We produce
1500 texts
in our first
languages and




Palm

... use 750
tasks and
300 activities
in acquiring
additional
languages



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ERASMUS+ Key Action 2

6 Higher Education Institutions, 4 schools, 11 associated schools,
pupils aged 6-14

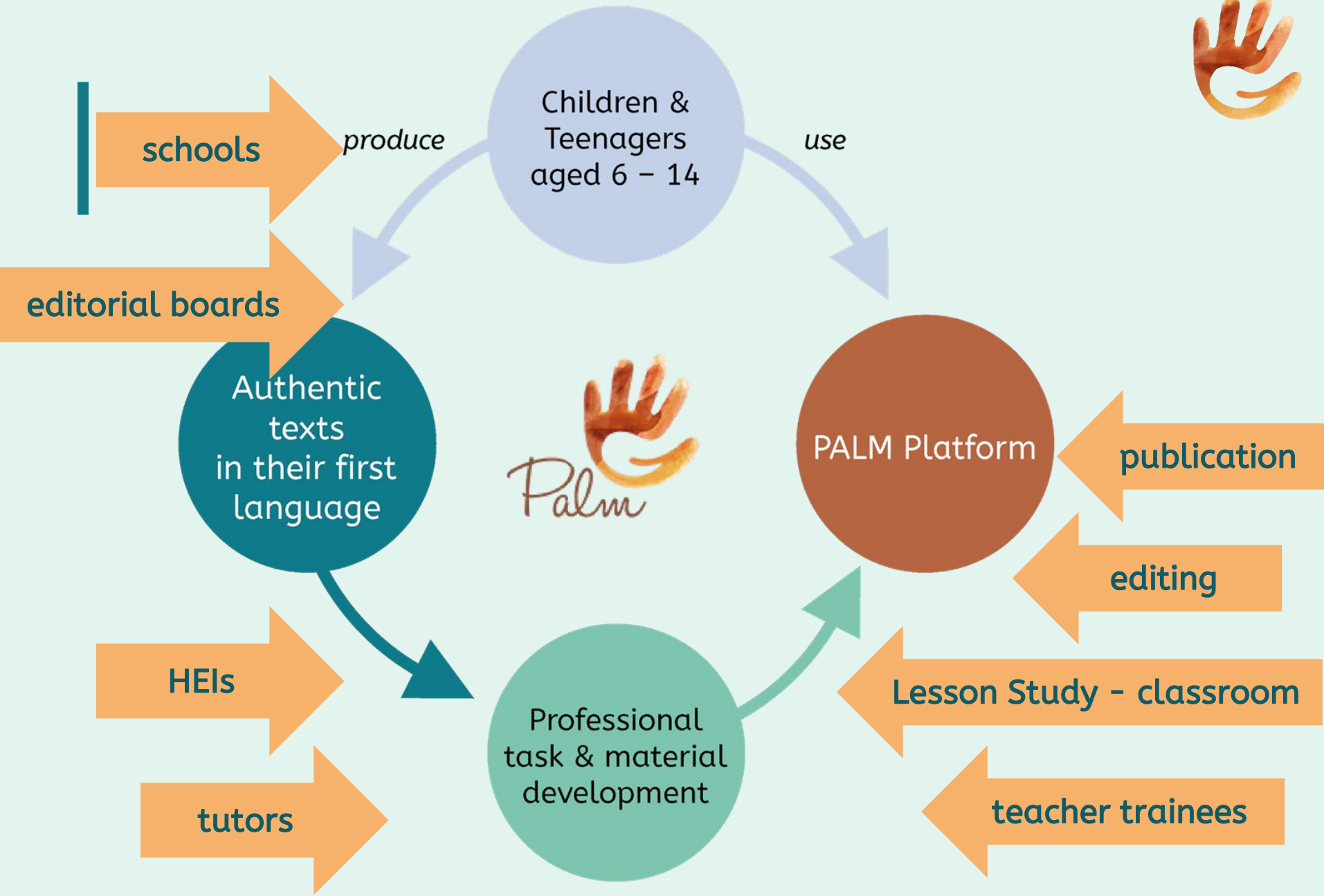
Duration: 2015-2018



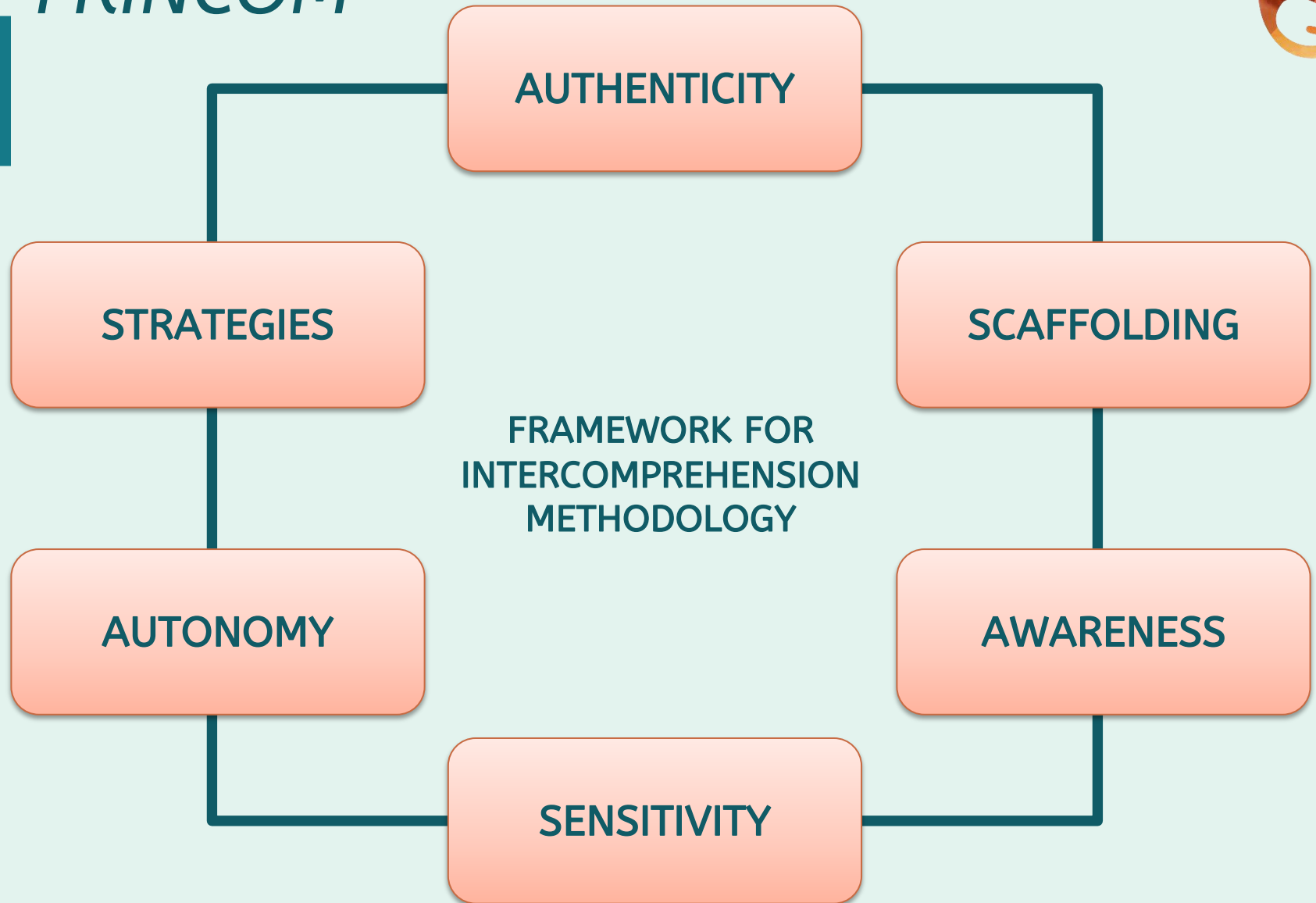
unibz



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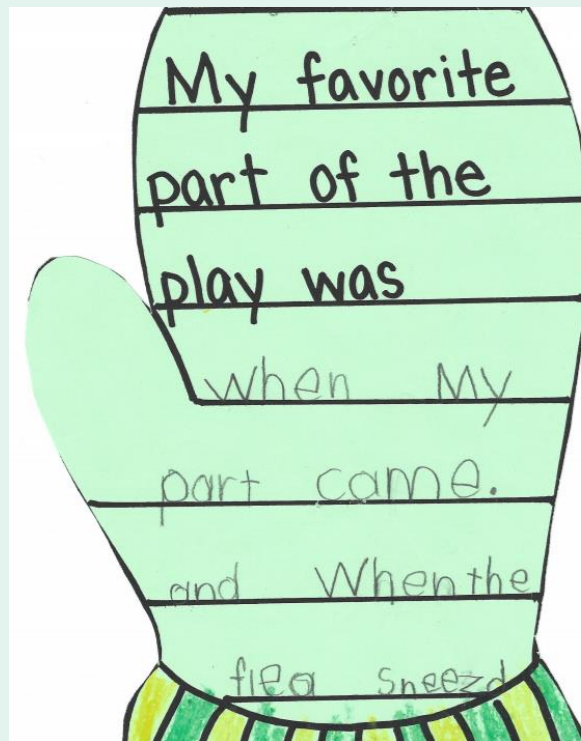
Authentic texts

Video:

<https://www.youtube.com/watch?v=IDqY7c-T7tI>

Written text:

Transcript corrected:



My favorite
part of the
play was
when my
part came
and when the
flea sneezed.

My favourite book "Clarice Bean"

1003



★★★★★ 4.91/5 (11)

- Lexis
 - [graphic - My favorite movie](#)
 - [wordlist - My brother / sister](#)
 - [wordlist - My best friend](#)
 - [wordlist - My favourite book character](#)
- Activities
- My Rating
- ID
- Transcript
- Survey

Task 1 Task 2 Classroom task

Question 1

1. Quest

Which words

Feedback from knowledgeable others: change to **Quiz & Do!** to make more user friendly

head



nose



ruler

1

REPLY



ClaudiaMewald

5th May 2017 at 13:17

Very nice text!

Reply

Leave a Reply

Want to join the discussion?
Feel free to contribute!

Logged in as **ClaudiaMewald**. [Log out?](#)

Post Comment



Quiz

Do!

Classroom task

Question 5 of 8

5. Question

Why does Valentina like Clarice Bean?

- Because she often does things she is not allowed to.
- Because she always fights with her brothers.
- Because she looks funny.

Correct

You can understand details.

Next

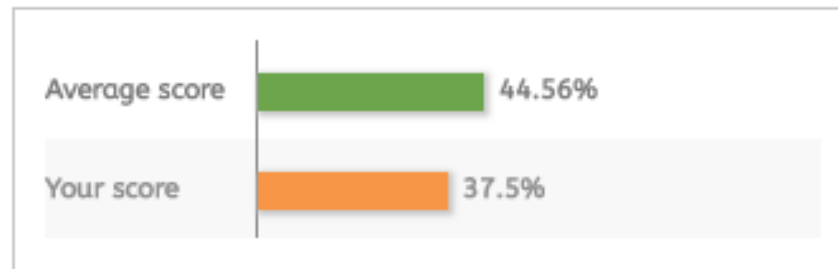


Results

3 of 8 questions answered correctly

Your time: 00:11:26

You have reached 3 of 8 points, (37.5%)



Competences

1 understanding at word / phrase level	0%
2 understanding main ideas	100%
3 understanding concrete information	0%
4 understanding information in context	33.33%
5 inferring information	50%

Maybe watch the video again!

Restart quiz

Print quiz

pdf



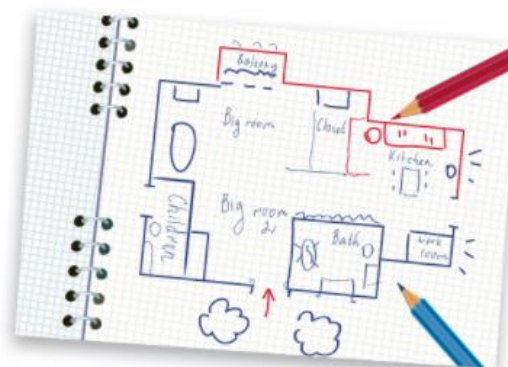
Name: _____

Date: _____

My favourite book "Clarice Bean"

Classroom Task

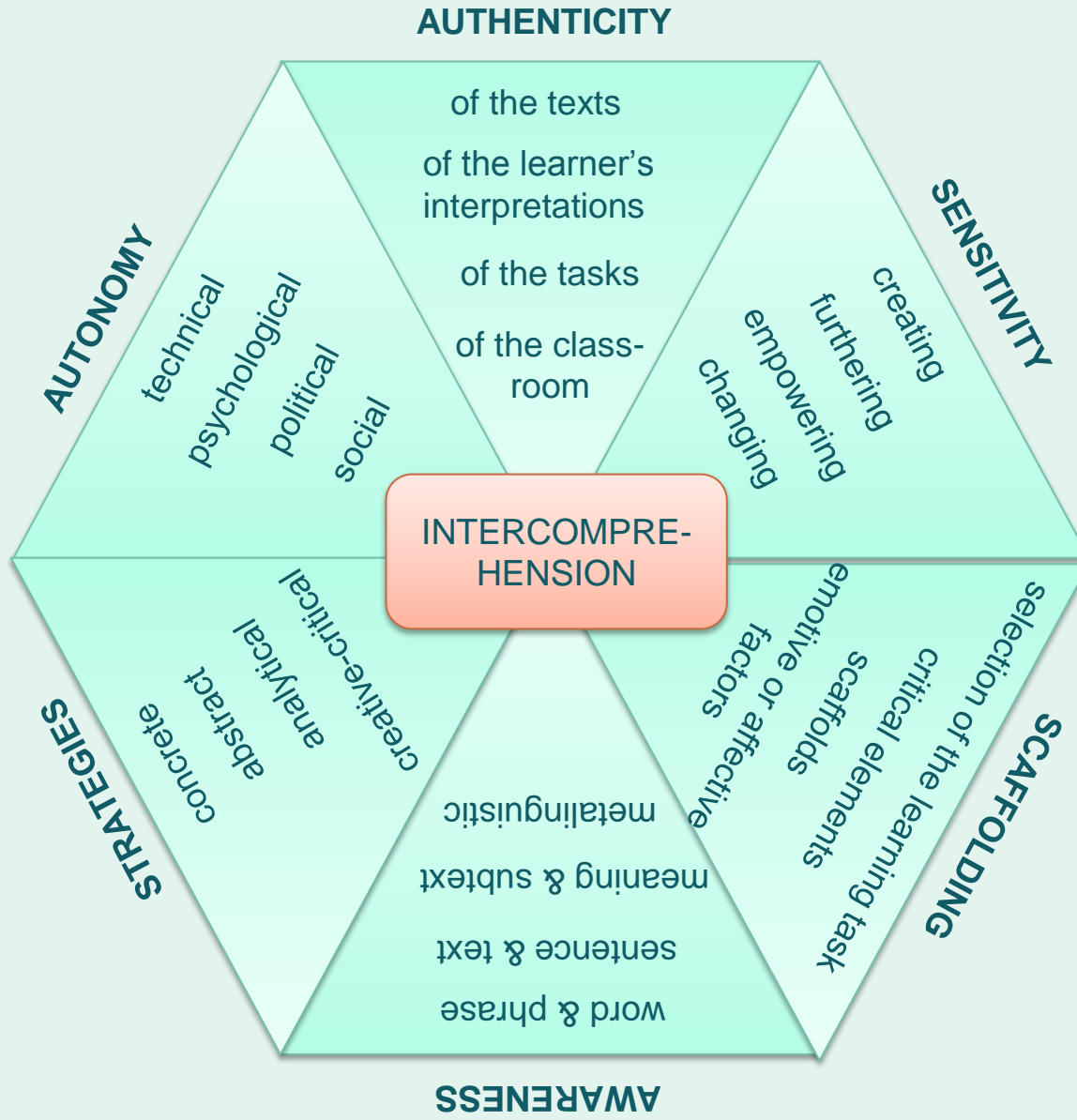
- You have to share a room with another person. Draw a plan of a room to make this work. Put all the things in that you think are important when sharing a room. Show your plan to a partner and explain it.



- You have to share a room with another person. Write down a list of rules which will make it easier for you to get along.

1. _____

2. _____





Evaluation

Why?

Quality of product

Are we getting the best possible platform for the learners?

internal = Lesson Study

external

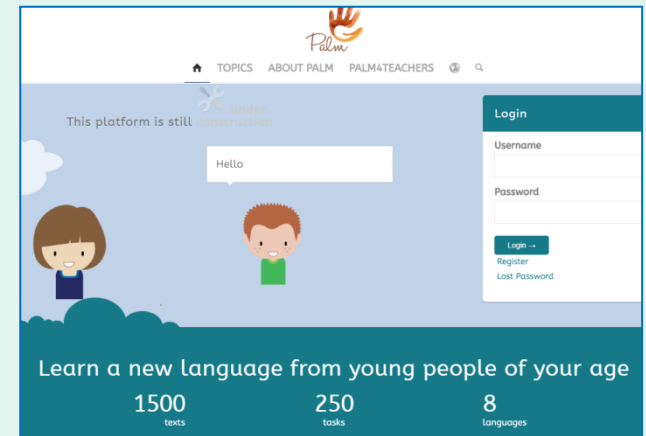
Quality of process

Has the PALM team produced the best possible platform for the learners?

Internal evaluation



- Texts
- Tasks
- Assessment tool (feedback)
- Corpus based material production (lexical notebooks, gamification, CEFR level analysis)
- Materials for teacher workshops and Junior Symposia



Evaluation



1. Texts

Schools: PALM Boards

pupils & teacher(s)



- 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

quality assurance 1

©BGst, Kaplan

Evaluation



2. Tasks

Surveys – data generated through teachers' and pupils' responses during piloting on Survey Monkey

Each HEI will have their survey results for their language(s) on Survey Monkey and be able to provide descriptive statistics

Tasks can be adapted if needed after evaluation reports 1 and 3 in 10/2017 and 3/2018

The screenshot shows a survey interface with a teal header containing the Palm logo and the title 'Teacher survey BEFORE task implementation'. Below the header, a message reads: 'Thank you for answering this survey. This will help us improve the PALM platform!'. The survey consists of three numbered questions:

- 1 Please fill in the text number:
- 2 I am ...
 - female
 - male
- 3 The average level of English in my class is ...
 - A1
 - A2

Research question/interest
(Example for one particular learning situation)

LS



How does the implementation of the Lexical Notebook about hobbies affect the learners' development of lexical range visible in their writing about their favourite freetime activity?

Theoretical framework –
theory of learning

Observation –
information about
learning

Performance &
interviews
– learners' voice

The intended learning
in the light of the Lexical
Approach, Lexical Priming
Chaos Theory and the
Communicative Approach

Observed learning

**Learning outcome &
reflection on learning**

Lesson Study



Project partners, teacher trainees, teachers and knowledgeable others work collaboratively on a small number of “research lessons”.

These lessons are called “research” lessons because they are used to inquire about language acquisition and translanguaging and at the same time about the learning of the teacher trainees as material developers and teachers.

Lesson Study Cycle



1. Research and preparation

The mentors, trainees and experts (supervisors, course tutors....) jointly plan a research lesson including PALM materials (primarily Tasks, Lexical Notebooks, Quizlets, Learning Apps) for the research lesson.

2. Implementation 1

A trainee teacher teaches the research lesson while other group members observe 3 case study pupils. Case study pupils are interviewed.

3. Reflection and variation 1

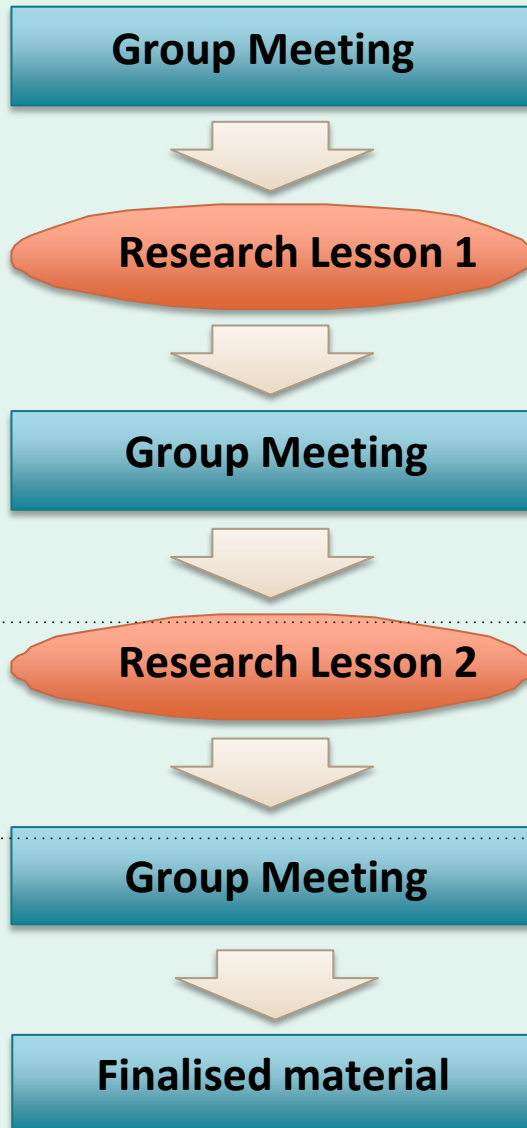
The group discusses their observations of the lesson and develop a new lesson version of the research lesson.

4. Implementation 2

Another trainee teaches the research lesson while group members observe & interview.

5. Reflection and variation 2

The group discusses their observations of the lesson and develop a new version of the research lessonetc.



Research & Preparation

Partners (HEIs), trainees produce material(s)

Implementation 1

partners, trainees, teachers, knowledgeable others pilot material(s)

Reflection & Variation

partners, trainees, teachers, knowledgeable others revise material(s)

Implementation 2

partners, trainees, teachers, knowledgeable others pilot material(s)

Reflection & Variation

Report after the last cycle

partners, trainees, teachers, knowledgeable others revise material(s)

Material production completed by

partners (HEIs)



Material development:

AD2 (1.2 ECTS), AWS2 (1.2 ECTS), FDU-G1 (1 ECTS)

Methodology course (AD2)

Tutor 1

Transcript corrected
Classroom task:
Instructions &
materials for a whole
lesson
Group discussion

Applied linguistics course (ASW2)

Tutors 2 & 3

Tasks 1 & 2
Item profile
(and one more
ASW2 specific task
= not part of the LS)

Course on planning teaching (FDU-G1)

Tutor 2

Lexical Notebook
(Lexis),
Quizlet and
LearningApp
(Activities)
Group discussion

Lesson Study in Teaching Practice

Evaluation, Reflection, Planning (2.5 ECTS) - supervisors

Subject matter research G1 (0.5 ECTS) - mentors



Backward design

Input Text > Goals aligned with curriculum
> Performance Criteria & Assessment >
Material development
(AD2 & FDU, 06.03.)

Material development

Collaborative planning completed April 1st
Presentation April 3rd (AD2)

Research lesson 1

April 6th (27th)
Observation, Interviews

Post-lesson discussion

April 6th (27th)
Group discussion
(April 24th AD2)

Material revision

Collaborative planning completed May 1st

Research lesson 2

May 4th (11th)
Observation, Interviews

Post-lesson discussion

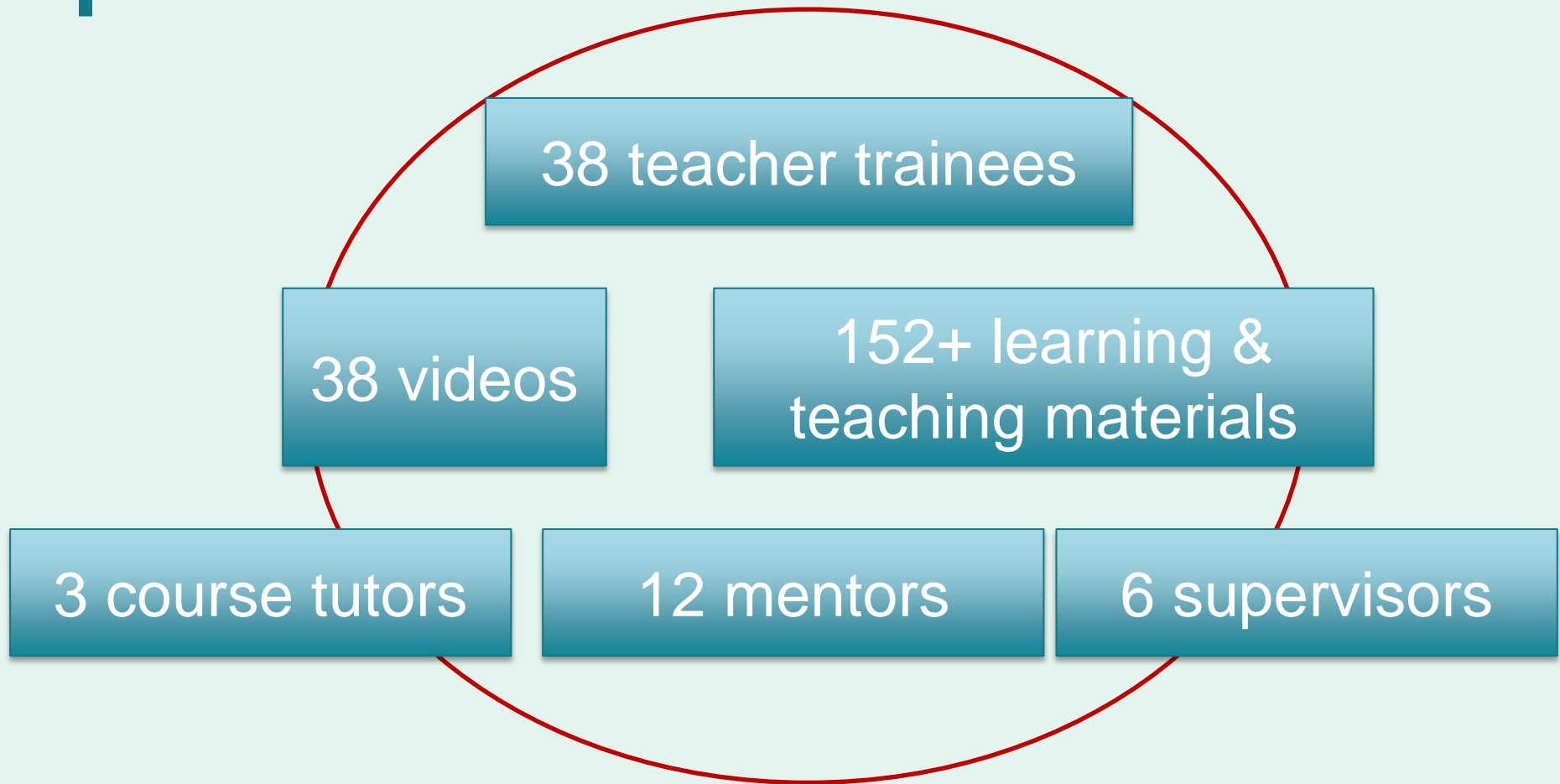
May 4th (11th)
Group discussion
(May 11th AD2)

Material finalisation

Collaborative revision completed May 20th
Presentation AD2 May 23rd



Sample & design





Qualities the materials should have – criteria for evaluation

Does the material fulfil the criteria defined in the theoretical framework: FRINCOM? Is it.....?

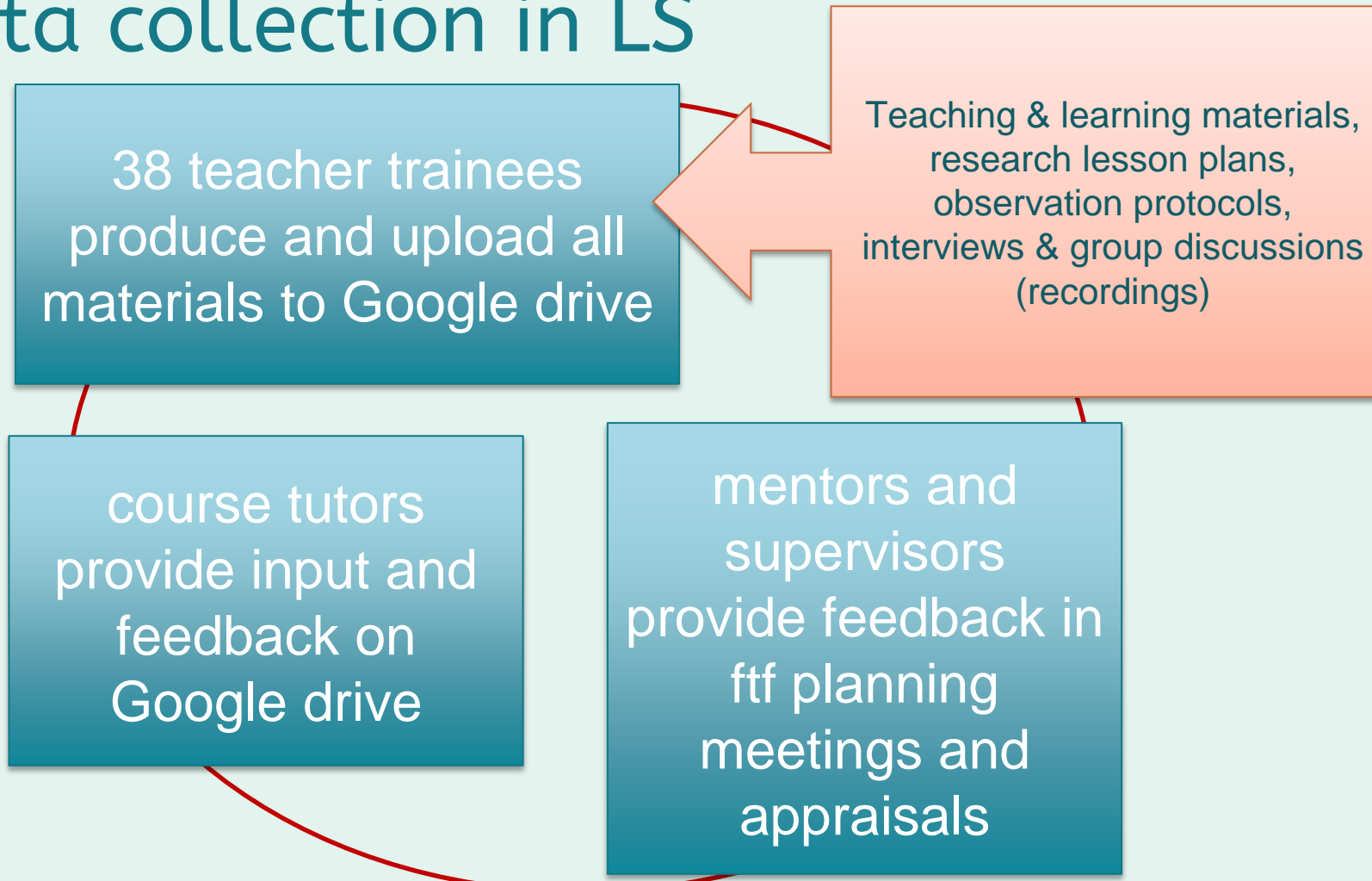
- authentic
 - sensitive to learner needs & dispositions, transcultural learning
 - scaffolded
 - awareness raising
 - fostering strategy use
 - building learner autonomy
-
- engaging
 - accurate

Focus on the pupils and their learning

Focus on material developers



Data collection in LS





Example for feedback on strategy use

Video 1031

TASK 1

1. What is the video about?

- a) food
- b) buildings
- c) supermarkets
- d) asking for the way/direction
- e) friends

Correct: asking for the way/direction (d)

Competence: Overall understanding. (2)

Feedback: You can give the correct topic. (7)



Claudia Mewald

12 Mar 2017

Resolve

you need to add more items. maybe some at word level (comp. 1)



Claudia Mewald

12 Mar 2017

Resolve

your distractors don't work because they are too different from the solution. please make sure they are all of the same kind but different. also, this may be too specific for overall understanding.



Example for feedback on task implementation

4. Find the way to the stadium by using the map. Write down the directions.

Competence: providing a personal response that shows understanding (6)

Feedback: Thank you for your reply. (16)

1. Which of the buildings from the map would you like to visit in your free time?
Why?



Claudia Mewald

12 Mar 2017

Resolve

this can only be a classroom task and should be added to TM_1031

Reply...



Claudia Mewald

12 Mar 2017

Resolve

you would have to present the map directly here with the question.

Observing learner performance based on competence descriptors



Identification of the material: *I_1081 / TM_1081_questions / TM_1081_interview*

Objective (competence, function, skill, strategy):

Target goal: The pupils can summarise the gist of the video and answer detailed questions about it. Additionally, the pupils are able to interview each other about their favourite sport(s) and can answer the questions asked by their colleagues with little help from their written notes.

Simpler goal: The pupils understand the gist of the video and can answer general questions about it. Additionally, the pupils are able to interview each other about their favourite sport(s) and can answer the questions asked by their colleagues with help from their written notes.

More complex goal: The pupils can summarise the video in detail and answer detailed questions about it. Additionally, the pupils are able to interview each other about their favourite sport(s) and can answer the questions asked by their colleagues.

Author(s): *Lukas Rauscher*

Observer / observers: *Schachner, Felder, Nebuda*

Instructor (s): *Lukas Rauscher*

Reflection (date, person, instrument): *06.04.2017*

Persons: Schachner, Felder, Nebuda, Rauscher

Audio file: TM_1081_audio

Version: #1

Date: 30.03.2017

Place: PMS-Pelzgasse

Context: 2e

Starting competence

General

Learner A (Elias)

Learner B (Denise)

Learner C (Lea)

The learners know some sport related lexis and can ask questions. Additionally, they are able to answer questions about their favourite sport with help of dictionaries.

Learner A is a good English speaker and is not afraid to participate. He has fair lexical range and is able to ask questions accurately. His listening, speaking and reading skills are above average. His writing skills,

Learner B is a fair English speaker. She is participating very actively especially during discussions or conversations. She has a fair lexical range and ask questions with minor mistakes. Her listen, reading, speaking and writing skills are average.

Learner C is reserved, especially during oral activities. She is able to ask questions with help of written chunks and phrases. Her listening, speaking and reading skills are improvable. Her

especially in terms of accuracy are improvable.

writing skills are good, especially in terms of accuracy.



Target competence

General	Learner A	Learner B	Learner C
<p><i>The learners should be able to ask questions and to answer questions about their favourite sport. They also should know how to use a (online) dictionary to find the lexis they need for their interview. Additionally, some learners can summarise their findings and present them using the third person.</i></p>	<p><i>Learner A should be able to summarise the gist of the video and answer detailed questions about it. Additionally, he should be able to interview his colleagues about their favourite sport(s) and can answer the questions asked by his colleagues with little help from his written notes.</i></p>	<p><i>Learner B can summarise the gist of the video and answer detailed questions about it. Additionally, she should be able to interview her colleagues about their favourite sport(s) and answer the questions asked by her colleagues with help from her written notes.</i></p>	<p><i>Learner C understands the gist of the video and can answer general questions about it. Additionally, she should be able to interview her colleagues about their favourite sport(s) and can answer the questions asked by her colleagues with help from her written notes.</i></p>

Target performance

General	Learner A	Learner B	Learner C
<p><i>All pupils will answer the interview questions about their favourite sport on their own and use the (online)dictionary if necessary. Additionally, they will interview their colleagues and note their findings.</i></p>	<p><i>Learner A will answer all questions about his favourite sport with little help of the online dictionary and interview a colleague. Additionally, he will present his findings in front of the class with little help of his notes.</i></p>	<p><i>Learner B will answer all questions about her favourite sport with help of the online dictionary and interview a colleague. Additionally, he will present his findings in front of the class with help of her notes.</i></p>	<p><i>Learner B will answer all questions about her favourite sport with help of the online dictionary and interview a colleague.</i></p>



Observed performance			
General	Learner A	Learner B	Learner C
<p><i>Not all pupil answered all interview questions, because some did not understand the questions. The teacher should discuss all questions in detail before the pupils start working.</i></p> <p><i>The observed performances were very differentiated. Some pupils already had interviewed their colleagues and others had not even written their own answers. The teaching material should be adapted.</i></p> <p><i>No pupil could present or summarise the outcome of the interview in third person (Lea's favourite sport is...).</i> <i>Examples should be given by the teacher and on the teaching material.</i></p> <p><i>the performance to be observed; anticipated problems during observation; criteria to evaluate performance (if possible)</i></p>	<p><i>Learner A was working very fast. He answered all questions with little help of the online dictionary and interviewed his colleague. He did present his findings in front of the class with help of his notes. Unfortunately, he could not present his findings in the third person.</i></p>	<p><i>Learner B had difficulties understanding the questions. She needed help from the teacher to answer the questions. Interviewing her colleague was also very challenging for her and she did not seem very motivated for this topic.</i></p>	<p><i>Learner C had difficulties understanding the questions. She needed help from the teacher to answer the questions. Interviewing her colleague was also very challenging for her. She regularly switched to L1.</i></p>
<p>Necessary changes in the material: <i>TM_1081_interview:</i></p>			

The learner's voice



Interview

Durchgeführt von: Lukas Rauscher

Durchgeführt am: 30.03.2017

Betrifft Video Nr.: 1081

Schüler	Frage	Antwort
Schüler A	Was hat dir an der Interviewaktivität gut gefallen?	Partnerarbeit, selbständige Wahl der Sportart (auch „lustige“ Sachen“ waren in Ordnung)
	Was hat dir an der Interviewaktivität nicht gefallen?	Nur vorgegeben Fragen, schwierige Fragen,
	Was würdest du ändern?	Zeilen auf dem Arbeitsblatt
Schüler B	Was hast du durch das Interview gelernt?	Neue Wörter, meine Klassenkollegen habe ich besser kennengelernt
	Was würdest du ändern?	Einfachere Fragen, mehr Zeit für das Interview
Schüler C	Nachdem du ein Interview geführt hast und selbst interviewt worden bist, würdest du das gerne öfters machen?	Ja, aber nicht mit diesem Thema.
	Was hat dir an der Interviewaktivität gut gefallen?	Lustig, wenig schreiben, gute Hilfe von den Lehrern
	Was hat dir an der Interviewaktivität nicht gefallen?	Lärm, ich wusste viele Worte nicht welche ich gebraucht hätte

What did you like about the material?

Student A

Pair work, I could choose the sport I like, funny things were OK

Student C

Funny, very little writing, helpful teachers

What did you not like about the material?

Student A

Questions were given and difficult

Student C

The noise and I did not know a lot of words I would have needed

What did you learn through interviewing?

Student B

New words, I know my classmates better

What would you change?

Student B

Easier questions, more time for the interview

After this... would you like to do more interviews?

Student C

Yes, but not with that topic.

The learner's voice



Interview

Durchgeführt von: Lukas Rauscher

Durchgeführt am: 30.03.2017

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What did you like about the material?

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After this... would you like to do more interviews?

Student C

Yes, but not with that topic.



INTERVIEW about SPORTS

Task 1: Think about your favourite sport and answer the questions in written form. Write your answers on the reverse.

Task 2: Ask your partner the following questions and write down his or her answers.

QUESTIONS	EXAMPLE (Simon)	MYSELF	FRIEND 1	FRIEND 2
What is your favourite sport?	baseball			
Where do you do your favourite sport?	school, park			
How often do you do your favourite sport?	two times a week			
Whom do you do your favourite sport with?	friends, brother			
Which equipment do you need for your favourite sport?	special glove, baseball, baseball bat			
What do you like most about your favourite sport?	free pizza after a win			
Would you like to be a professional athlete? Give reasons.	no - pilot			

Task 3: What did you find out about your friends? Summarise and present your findings to the class. Speak about one minute about one friend or yourself.

Example:

Simon's favourite sport is **baseball**.

He plays baseball at **school or in the park twice a week**.

He plays his favourite sport with his **friends** and his **brother**.

To play baseball he needs a special **glove**, a **baseball** and a **baseball bat**.

The thing he likes most about baseball is the **free pizza** they get if they win a game.

Simon does **not** want to become a professional athlete, because he wants to be a **pilot**.

© Lukas Rauscher

Revision after LS Cycle 1: shorter sentences but same number of questions



INTERVIEW about SPORTS

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QUESTIONS	EXAMPLE (Simon)	MYSELF	FRIEND 1	FRIEND 2
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Where do you do your favourite sport?	school, park			
How often do you do it?	two times a week			
Who do you do your favourite sport with?	friends, brother			
What do you need for it?	special glove, baseball, baseball bat			
What do you like most about it?	free pizza after a win			
Would you like to be a professional athlete? Give reasons.	no - pilot			



Preliminary results

- trainee teachers require ample support before and during material production as well as in planning teaching and learning with their materials
- attention has to be given to the power-distance imposition of trainees and course tutors in the evaluation of learning outcomes and the quality of materials
- anticipated success of the materials and the learning they trigger in connection with the assessment of course work obstructs the honest discussion of results in the process of LS
- a disconnection of LS from course assessment and ftf involvement of course tutors in the phase of implementation has been suggested for future LS cycles



Thank you for your attention!

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Tutorials

- How-to Quizlet
- How-to Learningapp
- How-to Lexical Notebooks

HOW-TO: QUIZLET

Quizlet 1: Intro + flashcards

Quizlet 2: Scatter

Quizlet 3: Learn & Speller

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Quiz: theoretical construct

Expeditious reading Selective attention (listening and/or watching)	understanding words/phrases (1)	You can understand words. (1) You can understand phrases. (2)
Expeditious reading Selective attention (listening and/or watching)	overall understanding (gist/main idea) (2)	You can understand the main idea. (3) You can find the correct title. (4) You can give the correct title. (5) You can find the correct topic. (6) You can give the correct topic. (7) You can understand what is going on. (8)
Expeditious reading Selective attention (listening and/or watching)	understanding information that is explicitly stated in the text (3)	You can find concrete information. (9)



Quiz: theoretical construct

Careful reading Careful listening	understanding information and differentiating it from supporting detail (4)	You can understand details. (10)
Careful reading Careful listening	understanding information that is not explicit in the text (5)	You can understand what is meant even when it is not directly mentioned. (11) You can read between the lines. (12) You can listen between the lines. (13) You can spot information that is not mentioned. (14) You can understand words from the context. (15)
Careful reading Careful listening	providing a personal response that shows understanding (6)	Thank you for your reply. (16)

Checking process: Phases



2 Phases

Phase 1: Text OK?

Phase 2: Text profile OK?

My Drive > PALM Schools > 1 English > Task development > Written Texts OK

Name	Owner	Last modified	File size
Archive	me	10 Nov 2016 me	—
Texts4Tasks.pdf	Mrs DoubleU	8 May 2017 Mrs DoubleU	8 MB
1329.pdf	Mrs DoubleU	8 May 2017 Mrs DoubleU	947 KB
1338.pdf	Barbara Buchholz	3 May 2017 Barbara Buchholz	229 KB



Internal evaluation of texts

1. Texts submitted

Text profiles > checked by HEIs > Texts OK

Text profile & text quality: product
Checking: standardised process

quality assurance 2

Number	Title	Format	Topic	Name of author
1001	My three pets	video	1	Georgia
1002	My pet "Dora"	video	1	Georgia
1003	My favourite			
1004	My favourite			
1005	Shopping for			
1006	My day			
1007	The Elepha			
1008	Austrian St			
1009	School Bus			
1010	Vitamis Res			
1011	Global War			
1012	The elephant ride	written	16	

Text Nr	AU	GE	AG	COU	CA	TO	CEFR	FU	LA	ST	TET	TES	Name(s)
1001	2	1	14+	5	5	1	3	18	1	6	9	3	Georgia
1002	2	1	14+	5	5	5	2	18	1	3	16	1	Georgia
1003	2	1	10	1	6	4	3	18	1	1	16	3	Valentina
1004													
1005	1	1	14+	1	6	5	3	11	1	-	13	3	arnold
1006	2	2	14+	1	3	9	4	42	1	-	17	3	Simon
1007	1	2	12	1	1	5	3	18	1	3	16	1	

Checking process: Phase 1



4 categories for text selection criteria

- engagement
- possibility to design tasks round it
- appropriacy of language, i.e. useful for learning & learning the TL
- authenticity (e.g. content, layout & language)/identity

Phase 1: Text OK?



WHY IS IT IMPORTANT TO READ IN YOUR MOTHER TONGUE?

MY MOTHER TONGUE IS ENGLISH BUT IF I WENT TO A GERMAN SCHOOL I WOULD HAVE TO SPEAK GERMAN AND I WOULD NEED TO READ TO REMEMBER ENGLISH. (SORTOVE)

READING IN YOUR MOTHER TONGUE CAN SOOTHE STRESS.

My language is "SKUAKI"

Reading in your mother tongue is important because it will bring back memories and make you remember how to speak the language.

By Arabella

- engagement ✓
- possibility to design tasks round it ✓
- appropriacy of language, i.e. useful for learning & learning the TL ✓
- authenticity (e.g. content, layout & language)/identity ✓

Criteria are exclusive:
if one does not apply,
the text is not
appropriate

Checking process: Phase 2



Phase 2: Text profile OK?

1. PALM Schools > Text profile 09_16
2. Text
3. Text profile

WHY IS IT IMPORTANT TO READ IN YOUR MOTHER TONGUE?

My language is "SKUAK!"

Text Nr	AU	GE	AG	COU	CA	TO	CEFR	FU	LA	ST	TET	TES
1195	2	1	10	1	2	15	5		1	1	15	4

29 give reasons or explanations

WOULD HAVE TO SPEAK GERMAN AND I WOULD NEED TO READ TO REMEMBER ENGLISH. (SORTOVE)

96	1195	2	1	10	1	2	15	5	29	1	1	15	4
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By Arabella

Reading in your mother tongue is important because it will bring back memories and make you remember how to speak the language.

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