



Integrated Reading and Writing Support in Vocational Education

VG-SPS-RP-15-36-013584

Intellectual Output 7: Handbook
Comprehensive collection of project products and results



Project consortium



Asociatia LSDGC Romania
Cluj-Napoca, Romania
<http://www.alsdgc.ro>

✉ office@alsdgc.ro



Berufsbildende Schule
Wirtschaft 1
Ludwigshafen, Germany
www.bbsw1-lu.de

✉ ute.schmidt@bbsw1-lu.de



Centrum Kształcenia
Ustawicznego w Sopocie
Sopot, Poland
www.ckusopot.pl

✉ cku-projekty@wp.pl



Colegiul Tehnic Energetic
Cluj-Napoca, Romania
www.energetic-cluj.ro

✉ energeticcj@yahoo.com



Foundation for lifelong
learning development
Tallinn, Estonia
<http://www.innove.ee>

✉ kadri.peterson@innove.ee



Pädagogisches Landesinstitut Rheinland-
Pfalz
Speyer, Germany
<http://berufsbildendeschule.bildung-rp.de/>

✉ stefan.sigges@pl.rlp.de



Regionalne Centrum Rozwoju
Edukacji
Opole, Poland
<http://rzpwe.opolskie.pl/>

✉ bniespor@rcrce.opolskie.pl



Tallinna Lasnamäe
Mehaanikakool
Tallinn, Estonia
<http://tlmk.ee>

✉ kool@mehaanikakool.ee



Zürcher Hochschule für angewandte
Wissenschaften
Winterthur, Swiss
<https://www.zhaw.ch/de/hochschule/>

✉ hoef@zhaw.ch

Editing team:

Stefan Sigges, Pedagogical State Institute Rheinland-Pfalz (PL)
Prof. Dr. Joachim Hoefe, Zurich University of Applied Sciences (ZHAW)
Prof. Dr. Liana Konstantinidou, Zurich University of Applied Sciences (ZHAW)
Maria Kovacs, Asociatia LSDGC Romania (ALSDGC)
Ariana-Stanca Vacaretu, Asociatia LSDGC Romania (ALSDGC)
Anca Petriuc, Colegiul Tehnic Energetic Cluj-Napoca, Romania (CTE)
Irina-Raluca Tehei, Colegiul Tehnic Energetic Cluj-Napoca, Romania (CTE)
Melinda Dinu, Colegiul Tehnic Energetic Cluj-Napoca, Romania (CTE)
Sorina Zirbo, Colegiul Tehnic Energetic Cluj-Napoca, Romania (CTE)
Constanta Stancescu, Colegiul Tehnic Energetic Cluj-Napoca, Romania (CTE)
Silvia-Viorica Oprea, Colegiul Tehnic Energetic Cluj-Napoca, Romania (CTE)

August 2018





This report was written as part of the ERASMUS+ project *integrated reading and writing support in specialised teaching for vocational training*, KA 2 collaboration to promote innovation and exchange best practices. Strategic partnerships in the field of school education. Project number VG-SPS-RP-15-36-013584. The report is based on the methodology used in the project.



This work is licenced under a [Creative Commons Attribution-NonCommercial 4.0 International Licence](https://creativecommons.org/licenses/by-nc/4.0/).



Erasmus+

This project was funded with support from the European Commission. The responsibility for the contents of this publication reflects solely the views of the author. The commission is not liable for any further use of the information contained therein.

Outputs of the project

Overview of the outputs which have been created in the project “Integrated Reading and Writing Support in Vocational Education”, the present output is marked in bold letters and blue color, other outputs are in grey:

Output 1: Report impact reading writing (cancelled)

Output 2: Framework “Integrated reading and writing support in vocational education”

Output 3: Needs analysis & evaluation instruments

Output 4: Guidelines – Planning reading and writing activities within scenario-based learning in VET

Output 5: Scenario-based reading and writing classroom materials

Output 6: Workshop for teachers: “Integrated reading and writing support in vocational education”

Output 7: Handbook: “Integrated reading and writing support in vocational education”





Content

Chapter 1. Introduction	10
What is the purpose of the Handbook?.....	10
Who could use the Handbook?.....	10
How does the Handbook relate to other outputs of the project?	10
Project background and project objectives	10
Objectives of the project.....	11
Project Partner	11
Description of activities	11
Short description of the results and impact envisaged	12
Potential longer term benefits.....	12
Partner Institution: institutional and national characteristics	12
Estonian national characteristics	12
Estonian institutional characteristics: INNOVE.....	14
Estonian institutional characteristics: TLMK.....	15
German national characteristics	16
German institutional characteristics: BBS Wirtschaft 1.....	20
German institutional characteristics: Pedagogical Institute of Rhineland-Palatinate (PL).....	20
Poland national characteristics	21
VET in Poland	21
Curricula	23
Literacy in the curricula	24
Poland institutional characteristics: Regionalny Zespół Placówek Wsparcia Edukacji	24
Poland institutional characteristics: CKU	25
Romania national characteristics	27
References	29





Romania institutional characteristics: Technical Energetic College	29
Romania institutional characteristics: Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania [ALSDGC]/Romanian Reading and Writing for Critical Thinking Association	31
Switzerland national characteristics	32
Switzerland institutional characteristics:.....	32
Zurich University of Applied Sciences, School of Applied Linguistics, Language Competence Centre.....	32
Chapter 2. Framework	34
Introduction	34
What is the purpose of the Framework?	34
Who could use the Framework?	34
How does the Framework relate to other outputs of the project?	34
General comments.....	35
Didactic-methodological principles	36
Scaffolding.....	36
Cognitive and metacognitive strategies	37
Questions to reflect	38
Model of the complete action	39
Scenario-based-learning	40
Text types.....	41
Questions to reflect	43
Model for reading and writing.....	43
Hayes writing model (1996).....	43
Rosebrock & Nix Multi-Level Model (2008).....	44
Reading and writing come together	47
Questions to reflect	48
Promoting Literacy in Vocational Education and Training.....	49
Reading	49
Developing awareness of text structure: teaching students to recognise text frames.....	50





Developing mastery of major comprehension strategies.....	51
Developing students' vocabulary.....	51
Integrated reading and writing support	53
Writing	55
Questions to reflect	58
The Framework model.....	58
References	61
Chapter 3. Needs analysis & evaluation instruments.....	67
Introduction	67
What is the purpose of the needs analysis & evaluation instruments?	67
Who could use the needs analysis & evaluation instruments?	67
How are the needs analysis & evaluation instruments related to other project outputs?	69
Sub product 1a: Students questionnaire	70
Sub product 1b Teachers Questionnaire	71
Sub product 2: Guideline-based interview with secondary target group	71
Sub product 3: Tools for easy evaluation of SP I and II.....	71
References	72
Appendix	73
Sub product 1a Students Questionnaire.....	73
Sub product 1b Teachers Questionnaire	79
Sub product 2 Guideline-based Interview with teachers t2	88
Guideline-based Interview with teacher t3	88
Sub product 3a Evaluation Tool Students Questionnaire	93
Sub product 3b Evaluation Tool Guideline-based Interview with teachers	94
Reading and Writing needs of VET Students Report	97
Objectives	97
Target group.....	97



Genre use in reading and writing in VET.....	98
Conclusions and Recommendations	99
References	100
Evaluation Report	102
Chapter 4. Guidelines.....	103
Introduction	103
What is the purpose of the Guidelines?	103
Who could use the Guidelines?	103
How does the Guidelines relate to other outputs of the project?	103
How to proceed	104
Scenario-based approach	104
What is a scenario?	104
What does a scenario look like?	105
How to construct a scenario?	106
The process of scenario-based learning	107
Criteria for scenarios.....	107
Advice.....	108
Scaffolding.....	109
Reading and Writing Tasks.....	109
What texts to write to solve the task?.....	110
How to integrate reading and writing to solve the task?	111
Advice.....	112
Strategies to deal with texts	112
What is the focus?	112
What reading strategies to use?	113
What writing strategies to use?	117
Advice.....	120





Model of Integrated Reading and Writing Support	120
Summary	121
References	123
Chapter 5. Collection of Scenario-based reading and writing classroom materials	125
Introduction	125
What is the purpose of the collection?	125
Who could use the scenario collection?	125
How are the scenario-based reading and writing materials related to other project outputs?	125
General Comments	125
Classroom experience with the scenarios	126
Scenarios	129
Description of the scenario: <i>Participating in a cooking competition</i> (Poland)	129
Description of the scenario: <i>Choosing the best sale offer</i> (Poland)	132
Description of the scenario: <i>Repairing a computer</i> (Poland)	136
Description of the scenario: <i>Writing an offer</i> (Poland)	139
Description of the scenario: <i>Making a calculation</i> (Poland)	142
Description of the scenario: <i>Preparing a party concept</i> (Poland)	146
Description of the scenario: <i>Creating a blog – photography</i> (Poland)	149
Description of the scenario: <i>Creating a brochure- Graphic designer</i> (Poland)	151
Description of the scenario: <i>Writing an order</i> (Poland)	153
Description of the scenario: <i>Preparing and describing a work place according to the safety rules</i> (Poland)	155
Description of the scenario: <i>Electrician</i> (Romania)	157
Description of the scenario: <i>What type of music do you prefer?</i> (Romania)	160
Description of the scenario: <i>Summer job at automation company</i> (Romania)	163
Description of the scenario: <i>How to facilitate communication?</i> (Romania)	167
Description of the scenario: <i>The sockets don't work</i> (Romania)	171
Description of the scenario: <i>Persons of justice</i> (Germany)	174



Description of the scenario: <i>Frequently asked questions about a lawyer and a law firm</i> (Germany)	181
Description of the scenario: <i>Writing a Lawyer's letter</i> (Germany).....	186
Description of the scenario: <i>Speaking at a funeral</i> (Germany)	192
Description of the scenario: <i>Writing a handout for new apprentices</i> (Germany)	195
Description of the scenario: <i>Looking for a job-related internship in a company</i> (Estonia)	197
Description of the scenario: <i>How does the petrol engine work?</i> (Estonia).....	211
Description of the scenario: <i>Safety instructions in the workplace for metal working professions - milling machine operator, lathe operator</i> (Estonia)	217
Description of the scenario: <i>Buying a car of his/her dream</i> (Estonia).....	223
Classroom experience with the scenarios	229
Writing	229
Reading	230
Comments.....	230
Chapter 6. Workshop for teachers	232
Introduction	232
What is the purpose of the “workshop for teachers”?.....	232
Who could use the „workshop for teachers”?.....	232
How is the „workshop for teachers” related to the other outputs of the project?	232
General comments.....	232
What is this section about?.....	233
Workshop participants.....	233
The aims and the structure of the workshops	234
Intended learning outcomes.....	235
Methodology.....	236
Materials and resources	237
Workshops plan	237
Assessment	237
Reflections	238



Organization and documentation.....	241
Marketing.....	241
Documentation	241
Feedback from for participants	242
Certification	242
Appendixes (templates, examples).....	242
Appendix 1. Structure of workshop for teachers – example no 1	242
Appendix 2. Structure of a 38-hour workshops – example no 2 (example provided by ALSGDC, Romania) .	243
Overview of learning outcomes correlated with key concepts and topics.....	244
Detailed planning	245
Module 1. Scenario-based approach	246
Module 2. Strategies to deal with text	247
Module 3. Integrated Reading and Writing Support in Vocational Education	248
Summative assessment – Content of the learner’s portfolio	250
Rubrics for the training	251
Appendix 3. Participants attendance list	252
Appendix 4. Certificate register	254
Appendix 5. Certificate	255
Appendix 6. Feedback questionnaire	256
Appendix 7. Poster promoting the workshops	257



Chapter 1. Introduction

What is the purpose of the Handbook?

The handbook has been developed by researchers in applied linguistics and education, in-service-teacher trainers and teachers in vocational education and training (VET). It contains all products and results of the project, both the theoretical basis as well as practical suggestions (classroom materials, ideas how to develop scenarios, Advice to create good scenarios, etc.) for an integrated approach of reading and writing. The chapters in this handbook mainly correspond to the projects outputs.

Who could use the Handbook?

The handbook has been created for teacher trainers and teachers who would like to know more about the teaching approach of integrated reading and writing and scenario-based learning. It helps to build a better understanding of the theoretical concepts and at the same time offers hands-on ideas about activities to be developed in class, including sample scenarios already implemented with success by all partners in the project. When reading the handbook and dealing with the project outputs, consider that parts of the teaching approach may have to be adapted to country-specific circumstances (e.g. curricula).

How does the Handbook relate to other outputs of the project?

Output 7 “Handbook” pulls everything together in a comprehensive publication containing the resources produced within this project, and illustrates instances of the partners’ efforts to promote and implement the integrated development of reading and writing skills in VET. It contains all the other outputs of the project, here named chapters (e.g. output 2 = chapter 2):

- Output 2 “Framework” – theoretical background; describes the theoretical concepts that the project is based on;
- Output 3 “Needs analysis & evaluation instruments” – brings important information about the students’ needs in reading and writing; includes the developed instruments for the evaluation study;
- Output 4 “Guidelines” – based on the framework, offers practical aid to teachers;
- Output 5 “Scenario-based reading and writing classroom materials” – scenarios and teaching materials implemented in classroom in each partner countries;
- Output 6 “Workshop for teachers: Integrated reading and writing support in vocational education” – based on the theoretical concepts of the framework, it helps teachers to understand the integrated reading and writing approach and to create scenarios for their students.

Project background and project objectives

For a majority of students in vocational education and training (VET), and in particular for those with a migration background, reading and writing are complex cognitive and linguistic challenges that are not always mastered successfully. However, reading and writing skills are not only important requirements for successful school and professional careers, but also necessities for participation in democratic societies.



Therefore, this project aims to enhance literacy in VET not only in language education classes but also across the curriculum.

It develops learning scenarios in which reading and writing become meaningful activities for task accomplishment and problem-solving in everyday and working life and aims to use interactions between reading and writing in order to achieve a more sustainable learning effect.

The scenarios are adaptable to the needs of the participating countries and of the apprentices that may choose different professional careers. They include reading and writing strategies training and, if necessary, focus on language exercises that activate students' prior knowledge, "scaffold" the reading and writing processes and/or raise awareness about specific language skills and their importance for reading and writing.

The project will help teachers to support their students in acquiring and developing reading and writing competences which are necessary to work successfully with scenarios. Therefore, In-Service Teacher Training is a substantial part of the project; teachers themselves are involved in the scenario development as well as in the implementation, evaluation and dissemination of the teaching approach.

Objectives of the project

- Needs analysis
- Provision of a framework and guidelines "Integrated reading and writing support in vocational schools" in compliance with scientific, theoretical pedagogical and practical education knowledge
- Development, proving and implementation of scenarios in classroom
- Provision of good practice examples
- Dissemination of the project results

Project Partner

The consortium associates partners from University of applied science, In-service-Teacher Training Institutions and vocational schools. Therefore aspects of applied science, professional In-service Teacher Training and the class room implementation are well balanced. The partners are from Estonia, Germany, Poland, Rumania and Switzerland (see also national and institutional characteristics).

Description of activities

- Development of a practical method for analysing the needs of the primary and secondary target group
- Design of an integrated promotion of reading and writing skills whilst taking into account the needs of the primary and secondary target group
- Mediation of the framework to participating teachers, adaption to country-specific circumstances
- Creation of modular lesson units and lesson materials



- Trials and subsequent revisions of the lesson units and lesson materials. Implementation in content area lessons of vocational schools
- Mutual experience exchange of for participating teachers
- Evaluation and documentation

Short description of the results and impact envisaged

Innovative concept of the integrated promotion of reading and writing skills in vocational education, adaptable to the needs of every individual country. Proved, modular applicable good practice examples. Content area teacher empowerment for integrated promotion of reading and writing skills. Sustainable improvement of student's reading and writing competences.

Potential longer term benefits

Further development of the framework in follow-up projects. Application of the framework for In-service-Teacher Trainings. Establishment of the concept in classroom. Formation of reading and writing competence networks in vocational education. Consideration of the project results in occupational committees and from educational policymakers.

Partner Institution: institutional and national characteristics

Estonian national characteristics

1. Key principles of education in Estonia

The Estonian Lifelong Learning Strategy 2020 sees learning as a lifestyle. It is necessary to notice development opportunities and search for intelligent solutions. The learning process itself is based on values like: Responsibility – people are aware that learning and self-development are their own conscious personal choices as well as responsibility.

Necessity – the learning process is guided by the individual's personal interests and abilities and supports their development, whilst keeping in mind the requirements of the labour market.

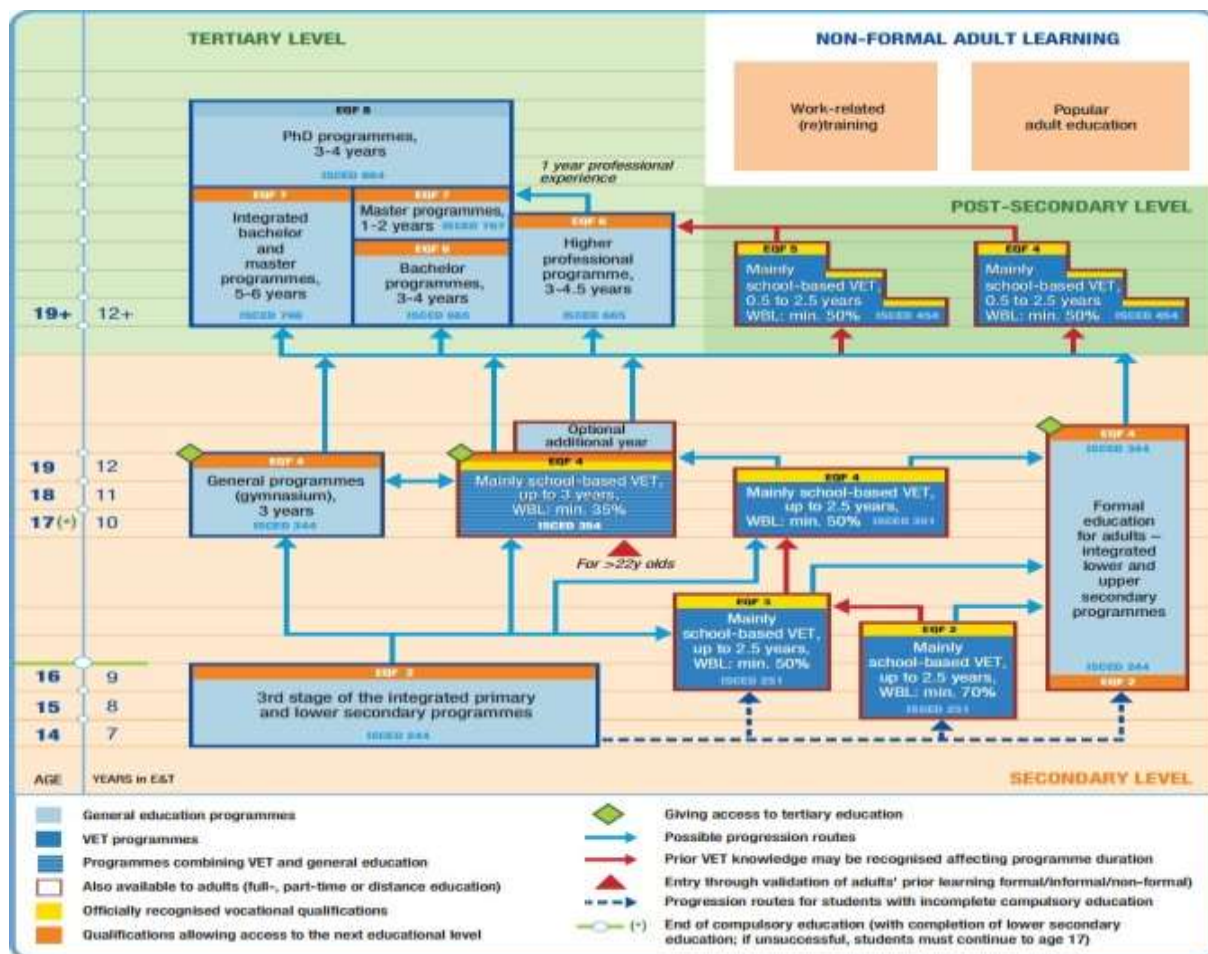
Opportunities – a system of lifelong learning offers high quality, contemporary and flexible learning opportunities that are tailored for individual needs.

2. Key features of the education system

The organisation and principles of the education system are established in the Republic of Estonia Education Act (Parliament, 1992) and specified in lower level acts structured by type of educational institution.

The structure of the educational system and education standards create an opportunity for everyone to transfer from one level of education to another. Levels of education comprise preschool education (ISCED level 0), basic education (ISCED levels 1 and 2), upper-secondary education (ISCED level 3) and higher education (ISCED levels 6, 7 and 8).

3. VET in the Estonian education and training system.



NB: ISCED 2013-P.

Source: Cedefop and ReferNet.

Vocational training is organised by vocational educational institutions and professional higher education institutions.

Vocational education system in Estonia is regulated by the Vocational Educational Institutions Act which provides the basis for the establishment, maintenance, transfer, reorganisation and closure of vocational educational institutions, the basis for the right to provide instruction, management, organisation of studies, state-commissioned education and financing, the rights and obligations of members of schools, and state supervision over the activities of schools.

Uniform requirements for vocational training are regulated by the Vocational Education Standard.

Qualifications

The status of the curriculum at a given qualification level is determined by the positioning of the curricular professional standards within the Estonian Qualifications Framework Professional standards that serve as the benchmarks of vocational education are positioned between levels two to five in the qualification strata, meaning that vocational training stages are differentiated between levels two, three, four and five.

Curricula

Formal vocational training curricula are divided between national and school curricula.

National curricula form the blueprints for providing upper secondary vocational training. National curricula is implemented by regulations signed by the Minister of Education and Research.



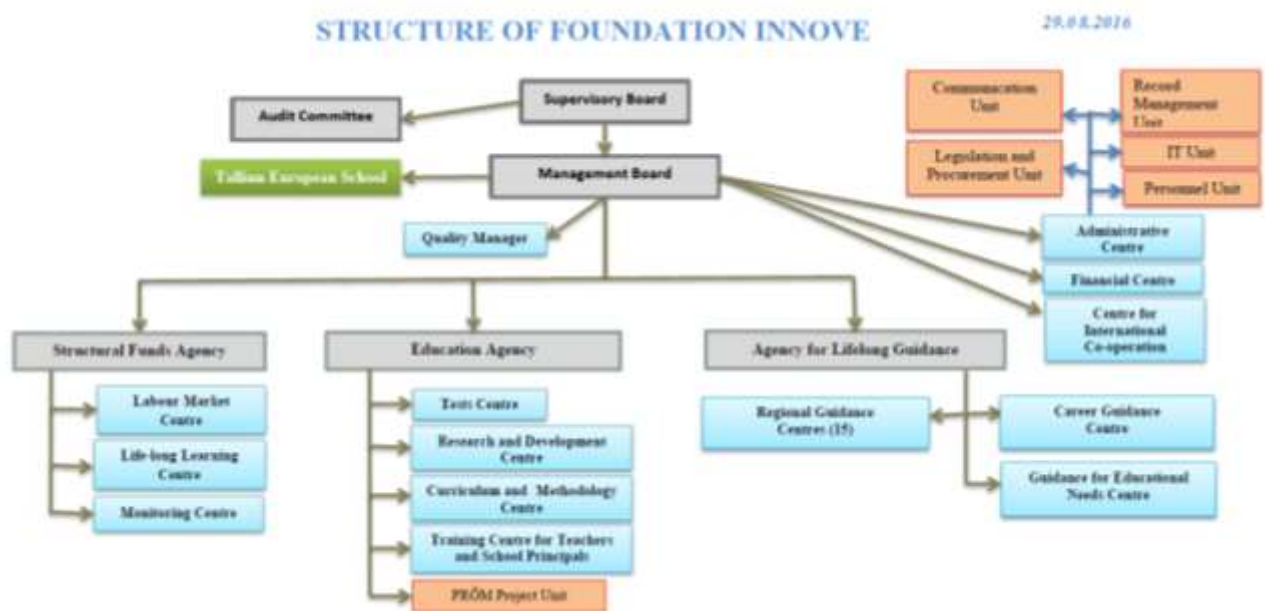
School curricula are compiled for every individual vocation or profession that can be acquired at the school.

Workplace based studies

Workplace based studies constitute a specialised form of vocational education where the ratio of practical assignments undertaken in companies or institutions encompasses at least two thirds of the curriculum. The student achieves the learning outcomes described in the curriculum by fulfilling working tasks at the company. The remainder of the studies will be undertaken at school.

Estonian intuitional characteristics: INNOVE

Foundation Innove (www.innove.ee/en) was established in 2003 by the Government of Estonia as a non-profit foundation, founded by the Republic of Estonia, whose rights as the founder are exercised by the Ministry of Education and Research (MoER).



Mission and Values of Foundation Innove

Mission

We create a bridge between education and different actors in the labour market!

Values

Open to Innovations

Results-oriented

Caring about you



The main objective of the Foundation is to coordinate the lifelong learning development activities and to implement the relevant programs and projects, as well as to mediate the EU structural aid in a targeted and efficient manner.

Innove has also been active in international work as a project coordinator but also as a partner.

Innove's key-experts have been advising new pre-accession and partner countries (for example, Republic of Georgia, Republic of Ukraine, Republic of Kyrgyzstan, Northern part of Cyprus, etc.) in the field of strategic planning of LLL, development of general education and VET system including quality assurance, curriculum development, entrepreneurship studies, teacher training and career services.

Estonian intuitional characteristics: TLMK

Tallinn Lasnamäe School of Mechanics (Tallinna Lasnamäe Mehaanikakool – TLMK) is a state vocational school founded on 1.09.1971. It trains competent workers for metal, automatics, construction and car service companies in modern learning and working environment.

School's mission: good education for everyone – a competitive school graduate for the job market!

The objective of the school is to create opportunities for students to develop their knowledge, skills, competencies and proficiency. The school also stands for individual's social development and participation, lifelong learning. Every student has a right to get an education, despite the economic situation, previous knowledge and abilities.

The school is certified in accordance with the international quality management standard ISO 9001:2008 since 2005 and ISO 9001:14001 since spring 2012. This is the only school in the republic which is certified in the sphere of holding welding courses and it also has the right of giving welding certificates according to the regulations DVS 1191 ja DVS 1192.

TLMK offers its students following specializations:

- Mechanics and metalwork
- Electronics and automatics
- Building
- Motor vehicles

There are different vocational education categories in TLMK:

- Secondary vocational education (4th level) where the entrance requirement is that a student must have a basic education. The nominal study time is at least three years. After finishing school the students get secondary vocational education and the relevant certificate.
- Vocational education (3rd and 4th levels) where the entrance requirement is that a student must have a basic education. The nominal study time is from one to two years. After finishing school the students get vocational education and the relevant certificate.



- Vocational education (5th level) based on secondary school, where the entrance requirement is that a student must have a secondary education and work experience. After finishing school the students get vocational education (5th level) and the relevant certificate.
- Vocational education in basic school and gymnasium which lasts at least 15 weeks and after finishing school the students get the relevant certificate.

Also different additional courses for adults are held. The target groups are mainly adults who take part in “Work-related Training for Adults and State Education Order”; unemployed who are registered in the Unemployment Benefit Office and who need an additional course or reeducation to become a competitive workers on the labour market; workers who were sent to the additional courses by their office or firm; individuals who need some knowledge and skills to get a new profession.

School curriculum is based on National Curriculum, professional standards and employer’s expectations. The curriculum specify the objectives and tasks of vocational training, the learning outcomes achieved and the relationship between the Estonian Qualifications.

German national characteristics

Primary education

As a rule, in the year in which children reach the age of six, they are obliged to attend primary school. All pupils in Germany enter the Grundschule which covers grades 1 to 4. In Berlin and Brandenburg, the Grundschule covers six grades.

Transition from primary to secondary education

The transition from the Grundschule (primary school) to one of the different lower secondary school types where pupils remain at least until the completion of their full-time compulsory education is dealt with differently depending on Land legislation. The vote of the school which the pupil is leaving is taken as a basis for the decision or as guidance in the decision regarding the pupil's future school career. This is accompanied by detailed consultations with parents. The final decision is taken either by the parents or the school or school supervisory authority. For certain school types, it is dependent on pupils demonstrating a certain level of ability and/or on the capacity available in the desired school. Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz, KMK)

Secondary education

The structure of the secondary school system (grades 5/7 to 12/13) in the Länder (federal states) is characterised by division into the various educational paths with their respective leaving certificates and qualifications for which different school types are responsible, namely

- Hauptschule
- Realschule
- Gymnasium
- Schularten mit mehreren Bildungsgängen

The Hauptschule, Realschule and Gymnasium are school types usually offering one course of education in which all teaching is channelled to a specific qualification. Schools offering more than one type of course of education bring two or three courses of education under one umbrella. They complement the original three-tier system; in a number of Länder they have led to the abolition of the Hauptschule and Realschule. For pupils with special educational needs, additionally various types of special schools have been set up within the organisational framework of general and vocational education. Once pupils have completed compulsory



schooling – generally when they reach the age of 15 – they move into upper secondary education. The type of school entered depends on the qualifications and entitlements obtained at the end of lower secondary education. The range of courses on offer includes full-time general education and vocational schools, as well as vocational education and training within the dual system. The majority of the Länder offer the following general education and vocational schools, with some forms specific to individual Länder:

General education schools:

- Gymnasium
- Schularten mit drei Bildungsgängen and gymnasiale Oberstufe

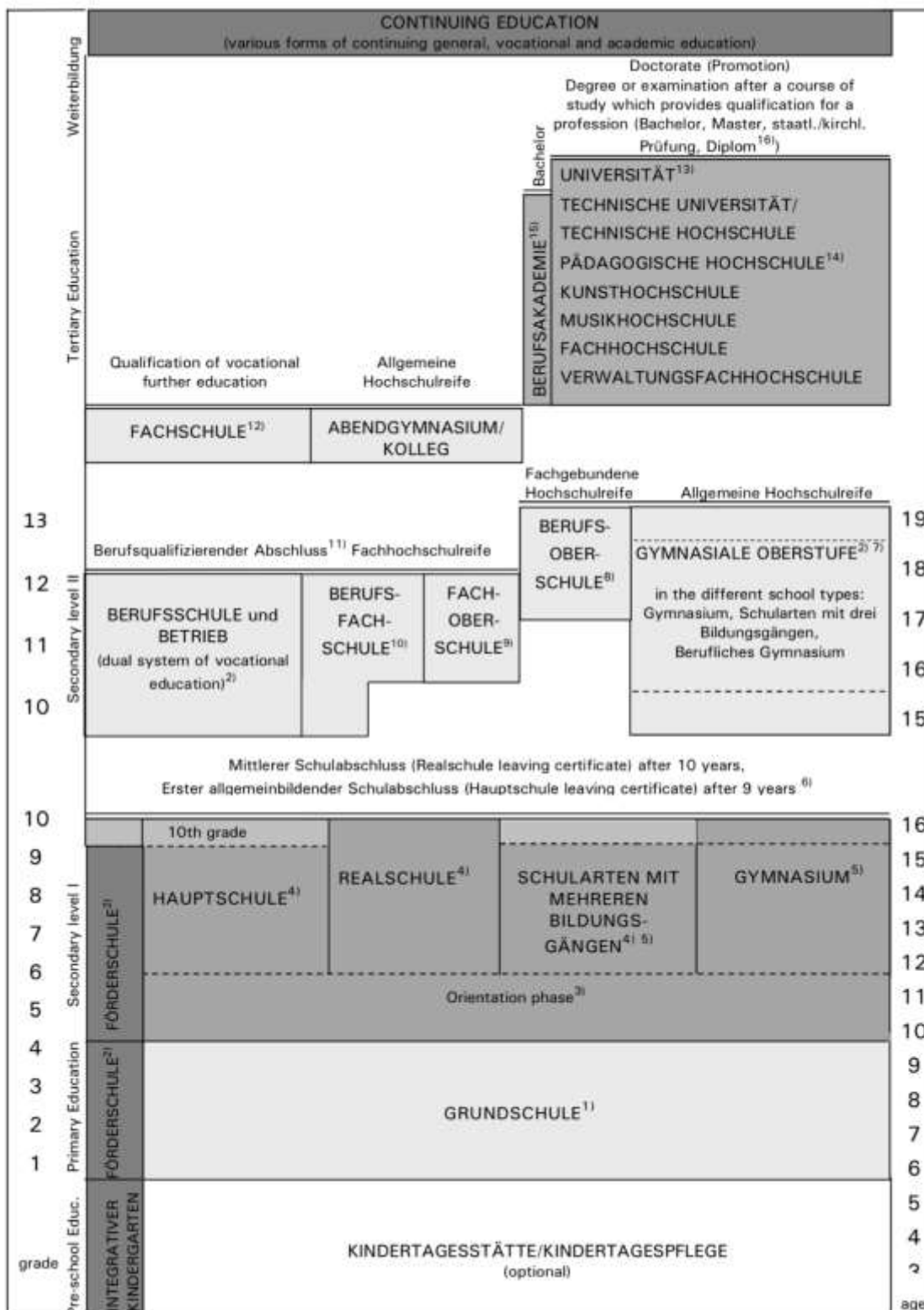
Vocational schools:

- Berufsschule
- Berufsfachschule
- Fachoberschule
- Berufsoberschule
- Berufliches Gymnasium





Basic Structure of the Educational System in the Federal Republic of Germany



https://www.kmk.org/fileadmin/Dateien/pdf/Eurydice/Bildungswesen-engl-pdfs/dossier_en_ebook.pdf



The German Vocational Training System

The German vocational education and training system, known as the dual training scheme, is recognized worldwide due to its combination of theory and training embedded in a real-life work environment. The dual system is firmly established in the German education system. The main characteristic of the dual system is cooperation between for the most part small and medium sized companies, on the one hand, and public vocational schools, on the other. This cooperation is regulated by law. The German dual system offers an excellent approach to skill development, covering initial vocational education and training, further vocational education and training, careers, employability, occupational competence and identity. Thanks to the dual system, Germany enjoys low youth unemployment and high level skills. In Germany, about 50 percent of all school-leavers undergo vocational training provided by companies which consider the dual system the best way to acquire skilled staff.

Continuous updating of training regulations

There are currently around 330 officially recognized training occupations. Employer organizations and trade unions are the drivers when it comes to updating and creating new training regulations and occupational profiles or modernizing further training regulations.

As a result, training, testing and certificates are standardized in all industries throughout the country. This assures that all apprentices receive the same training regardless of region and company. Moreover, employers trust in these certificates as they express what an individual knows and is able to do.

Best form of recruitment for companies

Businesses that take part in the dual training scheme consider vocational training to be the best form of personnel recruitment. Training companies do not only save on recruitment costs but also avoid the latent risk of hiring the wrong employee for the job. Investments in first-class training are a key factor for success in an increasingly competitive world.

The main benefit for apprentices, in turn, is that they receive market-relevant training that improves their chances on the labour market as it responds to the challenge of constantly updating and upgrading skills due to innovations in the digital age while simultaneously broadening their social and democratic participation.

<https://www.bmbf.de/en/the-german-vocational-training-system-2129.html>

Framework curricula for vocational training

For teaching in vocational schools, for every recognised training occupation in the dual system a framework curriculum is drawn up. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz, KMK) Länder experts develop the framework curriculum for the vocational-school aspect of training. The curricula of the full-time vocational schools are developed by the Ministries of Education of the 16 Länder (federal states) of Germany. Generally in the framework curricula there is referred to importance of communication skills and the importance of action-orientated learning. In most of the framework curricula there are no explicit specifications for reading and writing support.

http://www.cedefop.europa.eu/files/5173_en.pdf



German institutional characteristics: BBS Wirtschaft 1

BBS Wirtschaft 1 is a VET college which offers a wide range of vocational education and higher commercial courses. In 2016 the college has about 2.000 students in total and 75 teachers.

Approximately 1.450 students are traditional apprentices employed by our dual partners. Their apprenticeship includes practical work in the companies and provides vital experiences for the apprentice's further success on the labour market. BBS Wirtschaft 1 offers economical apprenticeships in Industry, Finance, Office, Logistics, Law, Insurance, Real Estate, Media, Taxes, IT and Security.

With nearly 300 students at the moment, the A-level education is a very important part of the college. Since 2008 BBS Wirtschaft 1 has participated in a trial for vocational schools in Rhineland-Palatinate which offers students bilingual business studies as an A-level course and a bilingual final exam. This programme was created in order to increase language skills which are crucial for future jobs in business and therefore improve the chances of our students on the job market. Since August 2013 BBS Wirtschaft 1 is accredited and since 2016 re-accredited to grant the European Business Baccalaureate Diploma (EBBD) to graduates of the bilingual A-levels if they meet certain requirements (besides CLIL and the EBBD curriculum this means particularly simulations, intercultural competences, English on level B 2 and Spanish or French on level B 1 and at least 4 weeks work placement abroad - for further information see: <http://www.eurobacdiploma.de/de/startseite/>). The main objectives of EBBD are to enable students to studying, working and living in Europe.

Since 2015 we offer an additional European qualification for our industrial management assistants apprentices, called "European Clerk". It is designed to assure international and intercultural qualification: The apprentices attend additional courses about international business processes (such as international marketing, basics of international trade and contracts, law of international sale contracts, shipping documents and foreign payment transactions) and they acquire the following certificates: ECDL-Base, certificates of foreign language competence (English (KMK language certificate) (at least B1, intended B2) and French (DELFI) or Spanish (TELC) (at least A2). They are also obliged to go abroad for a 3-week internship.

As a dual partner for apprenticeships our college is well connected to the local chambers and companies, including e.g. the Global Player BASF. BBS Wirtschaft 1, Ludwigshafen, also maintains a tight cooperation with the local university of applied sciences.

German institutional characteristics: Pedagogical Institute of Rhineland-Palatinate (PL)

The Pedagogical Institute of Rhineland-Palatinate is assigned to the Ministry of Education. It supports schools and teachers with its broad and networked offer. Furthermore, the PL offers pedagogical and school psychological counselling and IT-services.

The Pedagogical Institute of Rhineland-Palatinate supports schools as a partner through its broad and networked offer which consists of

- conducting teacher professionalization in terms of training and continuing process of education,
- through its production of concepts, materials and publications for human resources, instruction and school development,



- counselling in the framework of the pedagogical counselling system,
- school psychological counselling and support in critical situation,
- as well as through its offers for headmasters and school inspection
- and IT-services.

Every year about 5000 different support events and trainings are held, which are attended by a total of 40,000 participants.

Target groups

The recipients of the Pedagogical Institute offers are teachers, pedagogical specialists, school managers, school supervisors and study seminars, counsellors, parents and their representatives, pupils and their representatives.

Around 290 employees are employed in the Pedagogical Institute. In addition, more than 100 teachers with a total of 860 hours of secondment are deployed.

Poland national characteristics

The education system in Poland comprises pre-school institutions as well as primary, secondary and post-secondary non-tertiary schools. In the light of the existing law, institutions of higher education form a separate higher education system. According to the reform since September 2017 there is no 3-year lower secondary school (gimnazjum) any more. There is 8-year primary school instead and after that 5-year secondary vocational education (technikum) or 4 year secondary general education (liceum ogólnokształcące) or 2-level basic vocational school [3+2 years] (szkoła branżowa).

The education system in Poland is centrally managed by two institutions – the Ministry of National Education (general and vocational education) and the Ministry of Science and Higher Education (higher education).

VET in Poland

Significant changes were introduced in the system of vocational education and training in 2012 on the basis of the legislation adopted in 2011. The most important reason behind the reform was the need to improve the effectiveness and relevance of the VET system and to adjust it to better meet the needs of employers and the labour market. Occupations are now described in terms of qualifications.

VET education in Poland:

- a) Initial vocational education and training:
 - secondary level vocational education (technikum, zasadnicza szkoła zawodowa)
 - Post-secondary (non-tertiary) level vocational education (szkoły policealne)
 - Tertiary level vocational education (studia zawodowe)
- b) Continuing vocational education and training for adults
 - Formal continuing vocational education and training





- Non-formal continuing vocational education and training
- Measures for job-seekers and those vulnerable to labour market exclusion

Secondary vocational education starts at the age of 15 (16), most vocational students complete their studies at the age of 19 or 20. Secondary schools and post-secondary schools are not compulsory and are administered by district (powiat) authorities.

There are two types of VET schools in Poland:

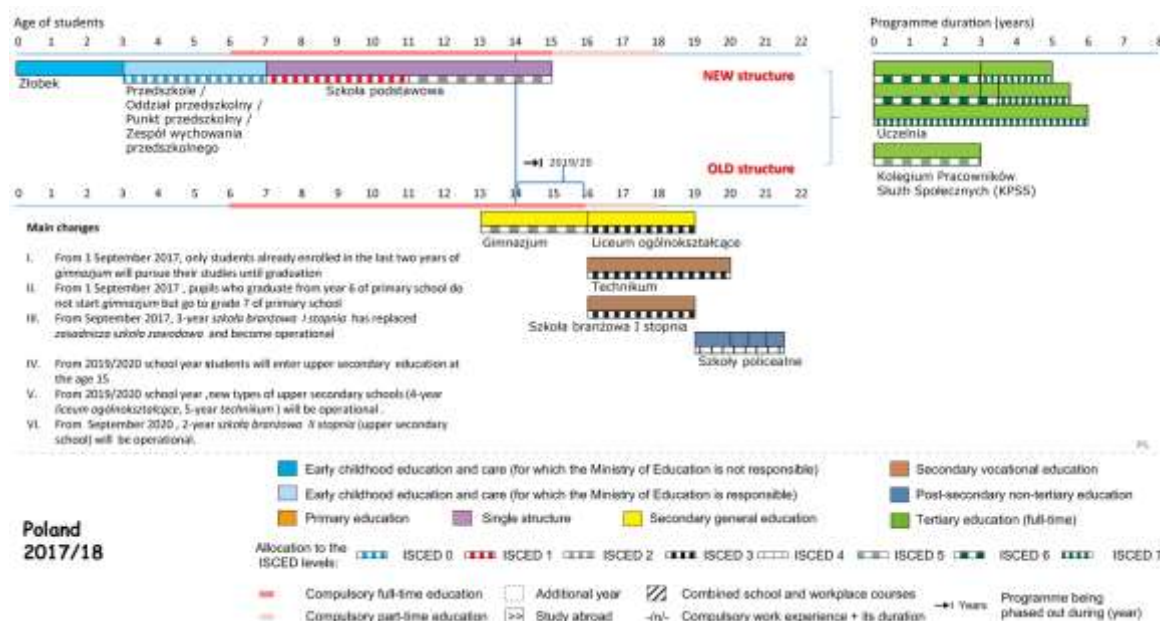
- 3- year basic vocational school for 16-19 years old students (zasadnicza szkoła zawodowa) completed with the school leaving certificate. In addition each student has the opportunity to pass the vocational exam confirming specified vocational qualifications (it is not obligatory). In this type of school each student has the apprenticeship two or three days each week. The core curriculum is the same as core curriculum for technical schools in the base range except for Polish and Maths.
- 4-year technical upper-secondary school for 15 (16)- 19 (20) years old students (technikum) leading to the award of a vocational diploma upon passing examinations confirming vocational qualifications in a given occupation, and also offering the possibility of the award of the matriculation certificate upon passing the matriculation examination. Apart from the matriculation certificate, the student gets the diploma confirming vocational qualifications and the title of 'technician ...' (i.e. IT technician).

There is one type of VET schools as a part of post-secondary (non-tertiary) education in Poland:

- Post-secondary non-tertiary schools (szkoła policealna), due to the type of qualifications they offer, are included in the Polish classification as part of secondary education. Post-secondary schools offer programmes lasting from 1 up to 2,5 years which are a follow-up to upper-secondary education. They enable students who have completed general upper-secondary education to acquire a diploma confirming vocational qualifications upon passing vocational examinations. In this type of schools students can also get the diploma confirming vocational qualifications and the title of 'technician ...' (i.e. IT technician).



The diagram taken from European Commission and shows the structure of the Polish education system



Source of information: EURYDICE 2017-2018, https://eacea.ec.europa.eu/national-policies/eurydice/content/poland_en

Curricula

The main objective of vocational education is to prepare young people for entry into the labour market.

The most important skills to be acquired by students include:

1. reading: the ability to understand, use and reflectively process texts, including texts in the realm of culture, leading to the attainment of one's own goals;
2. individual development and active participation in social life;
3. mathematical thinking: the ability to use mathematical tools in everyday life and to formulate conclusions based on mathematical thinking;
4. scientific thinking: the ability to use scientific knowledge in order to identify and solve problems, and the ability to formulate conclusions based on empirical observation related to nature and society;
5. communication skills in the mother tongue and in foreign languages, including both speaking and writing skills;
6. the ability to use ICT effectively;
7. the ability to search for, select and analyze information in a critical way;
8. the ability to identify one's own educational needs;
9. teamwork skills.

Teaching methods: Teachers can choose curricula and textbooks from the list approved for use in schools. They may also develop their own curricula, provided that they cover contents included in the Core Curriculum. Teachers may choose teaching methods adjusted to the age and abilities of learners and the specificity of the subject taught.



Literacy in the curricula

There is comprehensive literacy curriculum in early education. At the secondary level, literacy is targeted mainly in the language area (mother tongue, foreign languages). In other subject curricula (e.g.: for administration technician, economists) it is mentioned that the students should be able to find relevant information on the Internet, read graphs, process data, read and write reports, interpret electrical diagrams and so on. All teachers can focus both on reading and writing comprehension during their lessons. However, for some professions reading and writing skills are essential while in others practical skills are more important (i.e. administration students as compared to those who specialize in IT. It is natural that students who are going to work as administrative staff in the future (i.e. as office clerks, secretary, lawyers etc.) are used to working with longer texts even on higher level (i.e. legal acts). They read and write much more than students who want to become photographers or IT specialists. This is reflected in curricula.

Poland institutional characteristics: Regionalny Zespół Placówek Wsparcia Edukacji

Regionalny Zespół Placówek Wsparcia Edukacji is the institution that consists of two parts:

- Regionalne Centrum Rozwoju Edukacji (RCRE-Regional Centre of Education Development) that is a teacher training centre and
- Pedagogiczna Biblioteka Wojewódzka (PBW-Pedagogical Library).

RCRE is the largest regional teacher training centre in Opole province. There are 20 teacher trainers who organize and lead workshops, courses, conferences, seminars for teachers and inhabitants from our region. Each year there are about 500 courses/workshops in which 5000 teachers participated. The conferences are not only regional but also national and international. Some of them are conducted at the request of the Ministry of Education especially the ones related to changes in education.

We lead also educational projects directed to primary school students and teachers and vocational school students and teachers.

As a result of these projects were created:

- the cooperation network of modern vocational school to exchange experiences,
- the base of all vocational schools in Opole province and an educational platform where students and teachers took part in e-learning activities related to learnt profession, the Club of Vocational School Headmasters in which the headmasters have the possibility to exchange their experiences.

RCRE organizes and leads qualification courses, workshops in the field of humanistic education, STEM, ICT, vocational education, foreign language (basically English, German), early education and preschool education, health education and health promotion and Artistic Education.

There are also laboratories for vocational students and teachers and a driving simulator helping in driving learning and improving driving skills.

Expect for workshops and qualification courses our teacher trainers go to schools and there lead trainings for teachers. The headmasters of each school receive money for teachers' competence development. Each school has the possibility to order training. The headmaster together with teachers chooses the topic and invite out teacher trainers to lead the chosen training. Such trainings take place in the school in the afternoon and it



takes about 3 hours. The topics of such trainings are mainly dedicated to methodology of teaching, using ICT in teaching, development of pedagogic abilities.

For our Erasmus + project we invited vocational schools to cooperate with us. Ten schools accepted our invitation. The range of professions taught in these schools is very wide therefore we have the possibility to create a lot of different specialization scenarios.

In these schools there are professional classes and technical ones. We altogether with teachers created scenarios for waiters, cooks, receptionists, shop assistants, economists, florists, tourist service technicians, mechanics.

Preparing the scenarios we use our own texts, we do not use texts from textbooks.

Poland institutional characteristics: CKU

We are:

non profit, formal governmental organisation

adult education centre for 15+ (16+) (adult education is open to adults who wish to complete school education on primary and secondary level or acquire new vocational qualifications and skills for professional or personal reasons)

vocational education and training (VET) centre

organisation with 60 years of educational experience

We provide:

formal education (systematic, organized education)

non-formal education (i.e. non-credit adult education courses, sports programs, conferences, continuing professional development)

in-formal education (i.e. visits to museums, organizing fairs and exhibitions, reading sessions)

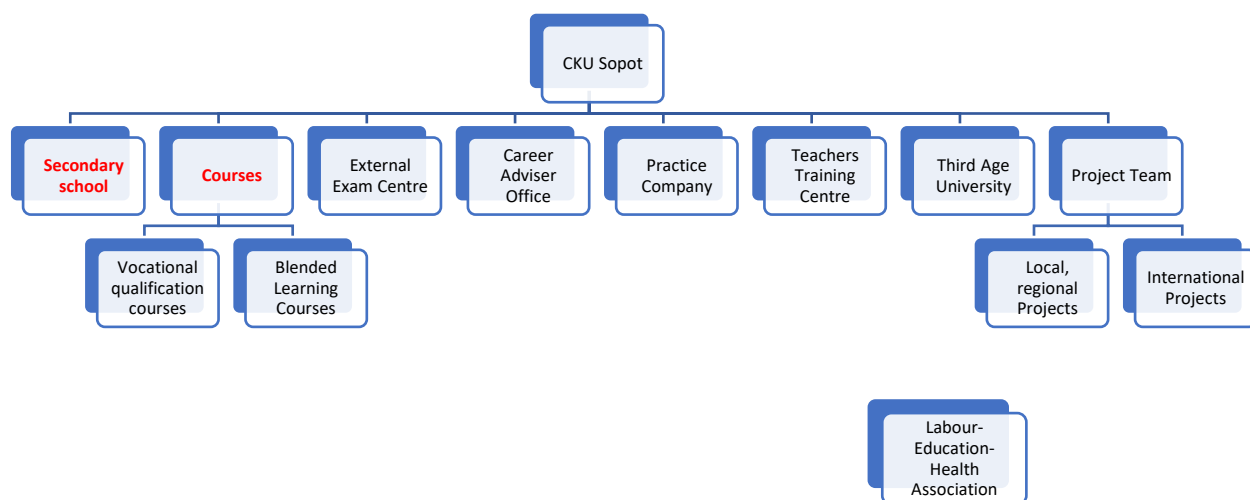
We work for:

Youth; adult; seniors; teachers; unemployed, job-seekers and those vulnerable to labour market exclusion; disadvantaged groups; those at-risk of social exclusion; volunteers; others .

Institutional characteristic, VET in our centre

Our school is not compulsory and is administered by district (powiat) authorities. Education in our centre is offered for free. We have very complex structure (see figure 1).

Figure 1. Structure of CKU Sopot



Source. Own elaboration

We provide formal VET education in the form of secondary school and long term courses.

We provide:

- post-secondary (non-tertiary) level vocational education (szkoła policealna)
- continuing vocational education and training for adults (szkoła policealna, Kwalifikacyjne Kursy Zawodowe)
- continuing professional development for teachers (in Sopot Teachers Training Centre - one of our departments) (szkolenia)

Usually there is at least one new class of below mentioned professions each year. Each profession is completed within 2 years (4 semesters). Our school updates educational offer to the need on the labour market. As some professions get less and less popular, they disappear from our constant offer and we offer have new professions instead.

At the moment we have:

- Accounting Technician (Szkoła policealna: technik rachunkowości, KKZ: A.36. Prowadzenie rachunkowości +A.65. Rozliczanie wynagrodzeń i danych publicznych)
- IT Technician (szkoła policealna: technik informatyk)
- Digital Graphic Technician (KKZ: Technik cyfrowych procesów graficznych)
- Photographer Technician (KKZ: Fotograf)
- Phototechnology Technician / Phototechnik (KKZ: Fototechnik)

Two years study program leads to Diploma confirming vocational qualification in above mentioned fields issued by the National Body – the Central Examination Board (Dyplom potwierdzający kwalifikacje zawodowe w zawodzie... wydany przez CKE).

We have students at the age of 16+. At the moment we have 278 students young adults in formal vocational education. The main objective of VET services in our organisation is to prepare people for:

- entry into the labour market or change job



- update their qualification and skills.

Most of lessons are supported by e-learning. We mainly provide blended learning courses in our centre. We use open-source platform to support both teachers and learners in teaching-learning process: <http://moodleku.pl/>.

This is main communication tool for teachers and students as well as main lesson resources. We have virtual library for teachers and created by teachers themselves there. Students have access to resources designed specifically for them. We also have traditional library with free access to all students and employees.

Teachers can choose curricula and textbooks from the list approved for use in our centre. They may also develop their own curricula, provided that they cover contents included in the Core Curriculum. Teachers may choose teaching methods adjusted to the age and abilities of learners and the specificity of the subject taught. We have several teacher's working groups – one group for one thematic area i.e. working group for teachers teaching photography students, group of teachers teaching IT students etc.

Romania national characteristics

Education system

The education system in Romania is regulated by the Ministry of National Education. The general legal framework for the organization, administration and operation of education is set by the Constitution through the Education Law (Law 1/ 2011).

The pre-university Romanian educational system, as stated in the National Education Law (M.Of., 2011) and its subsequent amendments, is made up of the following levels:

- a. Early childhood education (0-6 years) consisting of pre-preschool (0-3 years) and preschool or kindergarten (3-6 years)
- b. Primary education which has 5 grades (6 – 10 years)
- c. Secondary education which consists of:
 - C1. Lower secondary education: 4 grades (10 – 14 years) and ends with the national evaluation;
 - C2. Upper secondary education, which might consist of either comprehensive education: 4 or 5 grades (14 – 18/19 years) or professional education: minimum 3 years. High-school education is organised in 3 branches: theoretical, vocational (arts, theology, sports, military and teacher training) and technological (technical, services, natural resources and environment protection), and it consists of 2 cycles: the inferior cycle of upper secondary (2 grades) and the superior cycle of upper secondary (2/ 3 grades). Admission in upper secondary education is done by means of a computer-based system which takes into consideration the student's results in the national evaluation, the average grade obtained in lower secondary education and the student's ranked choices for specific upper secondary schools. Upper secondary comprehensive studies end with a final examination (Baccalaureate). Passing the Baccalaureate examination is a prerequisite for admission to higher education. Students who complete upper secondary education may take an additional 'qualification examination' (level 4 EQF). Students who complete the 10th grade including a practicum stage may take a 'qualification examination' (level 2 EQF or level 3 EQF).



Compulsory education in Romania includes primary education, lower secondary education and the first years of the upper secondary education. Compulsory full-time education ends at the age of 18.

The diagram taken from (European Commission/EACEA/Eurydice, 2016) and annotated by us shows the structure of the Romanian education system (figure 1).

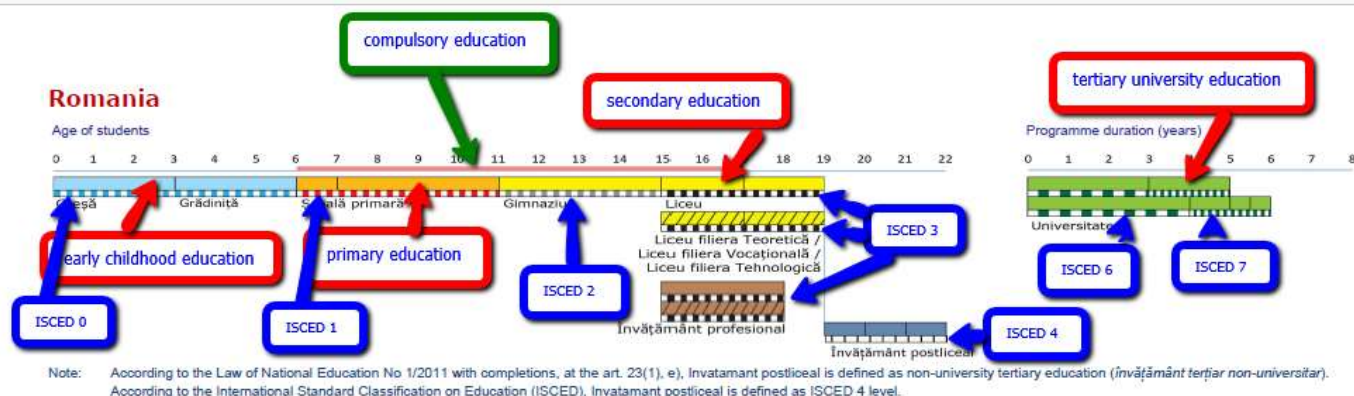


Figure 1. The structure of the Romanian Education system 2016/ 2017

Note: ISCED is the International Standard Classification of Education – a classification adopted by UNESCO General Conference 2011 and serves as an instrument to compile and present education statistics both nationally and internationally (UNESCO, 2012)

Professional and technical education in Romania includes: professional education, technological upper secondary education and post-high-school non-tertiary education. Professional education may be organized in a dual system and combines professional training provided by a company with training offered by a school; in this situation, both the company and the school are responsible for the organization and implementation of the training.

Curricula

Framework plans for pre-university education, which include compulsory, elective and optional subjects, as well as the minimal and maximal number of classes and the school curricula, are established by the Ministry of National Education.

The Romanian curriculum is competence-based. It covers early childhood, primary and secondary education, defining the common core provisions for all schools of the same type, as well as some elements that can be decided upon by each school. For the technological branch, the upper secondary curriculum includes the locally developed curriculum to be decided by the school in partnership with local businesses. The structure of each subject's curriculum comprises: an introductory concept note, competences (general & specific / key competences & technical), values & attitudes, content, methodological suggestions, suggestions regarding assessment and evaluation.

At the level of primary and secondary education, alternative textbooks are used; the teacher and the school decide on the textbook to be used.

Literacy in the curricula

Romania has a comprehensive literacy curriculum in pre-primary education. However, at the secondary level, literacy is targeted mainly in the Language and Communication subject area. As mentioned in the Literacy in



Romania report (Garbe & Valtin, 2015), the Romanian curriculum includes the subject area Language and Communication but does not explicitly mention literacy skills across age groups and subjects.

Literacy in the curricula of the technological branch of the secondary education

In addition to the Language and Communication subject area, communication competences are mentioned in some curricula.

In some specific disciplines, it is mentioned that they contribute to the development of communication skills – e.g. psychology, electrical engineering/ electrotechnics. In some other subject curricula (e.g.: mathematics, electrical equipment) it is mentioned that the students should be able to read graphs, to graphically process data, and especially the methodological suggestions section of the curriculum mentions some types of learning activities which may contribute to the development of literacy skills - e.g.: reading/ writing reports, finding relevant information on the Internet, interpret electrical diagrams/ circuitries.

References

- European Commission/EACEA/Eurydice. (2016). The Structure of the European Education Systems 2016/17: Schematic Diagrams. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.
- Garbe, C., & Valtin, R. et al. (2015, May). Country Report: Literacy in Romania. Köln – Cologne, Germany. Retrieved January 25, 2017, from <http://www.eli-net.eu/research/country-reports/romania/>
- National Education Law. (2011, January 10). Monitorul Oficial(18), pp. 1-63.
- UNESCO. (2012). International Standard Classification of Education ISCED 2011. Montreal: UNESCO Institute for Statistics.

Romania institutional characteristics: Technical Energetic College

The Technical Energetic College from Cluj-Napoca, founded in 1966, is a state school in the technological field with a technical profile that ensures professional and technical training for young people in the electric, energetics, electronics and automation fields.

The school vision reflects our concerns to match the challenges of new times and of a new society by increasing the internal efficiency of the school, improving the cooperation between our school and the community, integrating young people in society and lifelong learning. We promote equal opportunities, dialogue, teamwork, initiative and originality. Our school wishes to be the guarantee of quality in education and:

- provides students with opportunities to acquire knowledge, skills and experiences that enable them to adapt to a continuously changing society;
- develops the students' language and communication skills so that they could develop ideas and concepts logically;
- encourages students to develop moral values, including responsible behaviour, care and attention to others, to family and community;
- raises the students' awareness regarding the environment;



- finds the most appropriate means, methods and procedures to unlock the students' technical and practical potential and educate them in the spirit of self-acknowledgement and appreciation of their own scholar and extracurricular achievements;
- develops students' tolerance so that they could understand, respect, appreciate and benefit from ethnic diversity;
- creates a framework in which students are encouraged to develop research skills, ask questions, bring logical arguments.

School specializations

Our school trains students in the following directions: technological high school, vocational school and post high school studies.

High school includes both day classes and evening classes with a duration of 4 years, with the following specializations:

- electrical systems technician
- automation technician
- electro technician
- energetic technician
- electro-mechanic technician.

High school graduates having a level-4 qualification will be able to carry out the following technical tasks: fitting, operating, maintaining and repairing electrical systems, automation systems, electrical and energetic equipment.

The professional school (as defined here) lasts for three years and the students get a level-3 certificate for the following qualifications:

- Electrician in low voltage systems operation
- Electrician in power stations and electric networks operation
- Electrician in relay protection, automation and measurements in electric power systems
- Electrician for electric and energetic appliances and equipment.

The graduates of our professional school will be able to fit, operate, maintain and repair systems of secondary circuits (control, protection, measurement, signalling and automation) related to the energy system, operate electric devices and machines in low voltage electrical systems. They can also do fittings for both interior and exterior lighting and make electrical systems to power electric machines.

Post high school education has a duration of 1.5 years and offers students a level-5 qualification in the following specializations:

- electronics technician for automation equipment
- foreman electrician for power stations and networks.

Post high school education includes both theoretical and practical training in the field of production, specialised services and maintenance of machines and equipment in various branches of the economy.

School priorities





Taking into account the principles at the basis of our national pre-university system of education - the principle of priority of education and education focused on the development of key competencies, the principle of organization and information flexibility, the principle of cooperation among institutions at local, regional, national and international level, the principle of decentralization of education authority, the principle of transparency and promotion of interculturalism - the Technical Energetic College from Cluj-Napoca has set the following priorities / directions for the period 2013-2018:

1. Develop an effective, fair and efficient educational system
 - Ensure all students have access to quality education
 - Improve quality of education in order to achieve better results in school and in national examinations.
 - Reduce the rate of absenteeism, lower early school leaving risk, prevent bullying and increase the safety of students
 - Ensure professional training for teachers, career and professional development
2. Higher adaptability of the educational offer to the labour market requirements
 - Prioritise qualifications that match the employers' requirements (the labour market) and the trends in the socio-economic development of the community
 - Develop entrepreneurship education
3. Development of social partnerships
 - Establish functional partnerships and projects with businesses, schools and other partner organisations in order to adapt the educational offer to the labour market characteristics
 - Better equipment and modernisation of the infrastructure
 - Develop partnerships with institutions competent in preventing and fighting corruption
4. Improve counselling and career guidance services for students and adults
 - Improve the school-family relationship by involving parents in school life
5. Ensure transparency of decisions and improve the school's image; development of European projects
 - Develop the relationship between the school and the local community, establish partnerships with European schools
 - Promote the school image.

Romania institutional characteristics: Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania [ALSDGC]/Romanian Reading and Writing for Critical Thinking Association

Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania [ALSDGC]/Romanian Reading and Writing for Critical Thinking Association, is a membership-based professional organization including over 150 teachers (pre-university and university teachers) and teacher trainers. Its mission is to contribute to the development of a democratic society by promoting critical thinking skills, cooperation, autonomy, creativity and responsibility in all forms of education, and supporting the pre-service and in-service training of various socio-professional categories.

ALSDGC Romania has delivered in-service teacher training since 2002. The flagship in-service teacher training programme of our organization is Reading and Writing for Critical Thinking (RWCT) and it has been delivered since 2002:

- specific modules of RWCT within the in-service teacher training program called “Magister” (2002-2006) – in partnership with the Babes-Bolyai University of Cluj-Napoca;
- the accredited in-service teacher training program Critical Thinking. Active Learning (2006 – 2009)



- the reaccredited in-service teacher training program Critical Thinking. Active Learning (2011 – 2014).

In our association, there are 15 trainers and we usually train around 60 teachers/ year.

ALSDGC has vast experience in teacher training, organizing and conducting professional development events for educators, school managers, community leaders, skills development for parents, mentors, youth, including from socially disadvantaged groups. We usually provide around 3 training courses/ year and organize around 6 workshops/ year. Our trainers develop the curriculum of our training courses, and, in some cases, we embed in the curriculum elements of other successful training courses – e.g. elements of the BaCuLit training course were embedded in one of our training courses.

Other in-service teacher training we have provided are: CLIL through CLIL (face-to-face and online), Training the mentors, Mentoring for the empowerment of disenfranchised youth, Action research, Content area literacy, Improving students' reading skills.

ALSDGC is a founding member of the Reading and Writing for Critical Thinking International Consortium (RWCT IC) and of the Federation of European Literacy Associations (FELA), as well as the national affiliate of the International Literacy Association (ILA) and it is also part of the European Literacy Policy Network.

Switzerland national characteristics

The status form Switzerland was different then the status of all other partners, due to the fact that no students and no teachers from Switzerland were involved in the project. Therefore, in this report we are not going to describe the Swiss educational system.

Switzerland institutional characteristics:

Zurich University of Applied Sciences, School of Applied Linguistics, Language Competence Centre

The Zurich University of Applied Sciences (ZHAW) is one of the leading universities of applied sciences in Switzerland. Teaching, research, continuing education and other services are both scientifically-based and practice-oriented. Research at the ZHAW concentrates on important societal challenges, with a particular focus on energy and social integration. With locations in Winterthur, Zurich and Wädenswil, the ZHAW is firmly integrated in the local region whilst also collaborating with international partners. There are eight Schools in the University: Applied Linguistics, Applied Psychology, Architecture, Design and Civil Engineering, Health Professions, Life Sciences and Facility Management, Management and Law, Social Work.

The School of Applied Linguistics is the only dedicated linguistics school in a Swiss university of applied sciences. It deals with key issues in the fields of language, communication and media, and aims to further the utility which business and society can derive from applied linguistics. Nearly 200 staff work in the school's four activity areas – bringing a wide range of practical and scientific skills and experience to bear in the fields of teaching, continuing education, research & development and consultancy. Sound scientific research lies at the heart of the teaching they provide in the study programmes BA *Applied Languages*, BA *Communication*, MA *Applied Linguistics* and in continuing education courses. There are three units in the School of Applied Linguistics: The Institute of Applied Media Studies, the Institute of Translation and Interpreting and the Language Competence Centre.



The Language Competence Centre (LCC) is the largest unit of the School of Applied Linguistics. Its core mission is to enable people for successful participation in social life through linguistic and cultural integration and to contribute to effective communication in professional contexts.

Research at the LCC deals with language in teaching and learning contexts, in society and at workplace. It describes and analyses linguistic-communicative competences, professional, domain-specific and intercultural communication as well as discourses and develops new methodological approaches for dealing with (digital) linguistic data. The aim is to provide solutions and answers for action and working fields in which language plays an important role. Five research and work areas are located at the LCC: Digital Linguistics, German as Foreign/Second Language, Interculturality and Language Diversity, Language Competence and Knowledge Development, Professional Communication and Knowledge Transfer.

In particular, the research and work area German as Foreign/Second Language, whose team participates in the present project, is concerned with questions regarding the development of linguistic, communicative and socio-cultural competences, which are gaining in importance – both for the individual as well as for society - in the context of increasing mobility and migration. The research focuses on the development and evaluation of second language didactic concepts for the promotion of literacy in adult education and in the vocational education and training.





Chapter 2. Framework

Introduction

What is the purpose of the Framework?

The framework has been developed by researchers in applied linguistics and education, in-service-teacher trainers and teachers in vocational education and training (VET). It is based on scientific findings and practitioners' experiences and experiences from VET teachers' training. The framework explains didactic-methodological principles, which are considered necessary for the successful implementation of integrated reading and writing support. Subsequently, the areas of reading and writing support are presented, and on this basis the advantages of joint reading and writing support. The framework is the theoretical basis of the project, it delivers scientific background knowledge, which is essential to understand and implement the project.

Who could use the Framework?

The framework has been created for researchers, teacher trainers and teachers, who would like to know more about the concepts behind the project. The framework explains the effects of integrated reading and writing support and helps to build a better understanding of the teaching approach implemented in the project.

How does the Framework relate to other outputs of the project?

Output 2 "Framework" is the basis of the entire project. It provides the necessary theoretical background in terms of reading and writing concepts and the interaction of these both. Output 4 "Guidelines" is based on the framework and delivers practical aid for teachers. The framework and the guidelines are linked very closely. Output 3 "Needs analysis & evaluation instruments" provides information about the students' needs in reading and writing that teachers have to take into account when creating scenarios. Output 5 "Scenario-based reading and writing classroom materials" can not be implemented without understanding the framework and using the guidelines. Output 6 „Workshop for teachers: Integrated reading and writing support in vocational education" is based on the theoretical concepts of the framework and helps teachers to implement the integrated reading and writing approach and to create scenarios for their students. Output 7 "Handbook" pulls everything together in a comprehensive publication containing the outputs produced within the project and illustrates instances of the partners' efforts to promote and implement the integrated development of reading and writing skills in VET.





General comments

Reading and writing skills are not only important prerequisites for participation in professional and social life, but also a basis for participation in a democratic society. Inadequate linguistic skills are also the cause of school and education absences, equality of opportunity, poverty, and social exclusion.

What are the options for teachers at vocational schools to provide reading and writing support that is integrated into the lesson, will have a lasting effect, and take into account the concept of process orientation. In this context, integrated means that reading and writing is taught in the classroom while professional content is taught in vocational education and training. *Sustainable* in the sense that it allows the learner to apply the strategies independently and in a self-regulating way after a certain time.

In order to answer the initial question, approaches are shown in the framework which provide teachers with background knowledge about reading and writing. Some of the reading and writing strategies are explained. For many other strategies, there is extensive literature, which is noted at the appropriate point.

Through the approaches presented in this framework, the non-language teachers can extend their pedagogical repertoire through reading and writing strategies and their integrated application in scenarios, thereby supporting the students in professional and linguistic development. The scenario approach is fundamental to implementing the framework in the classroom. A scenario is a description of a real or working life orientated situation, which serves the professional and linguistic learning. The students address the scenario in a work-oriented manner using reading and writing activities.

In many traditional reading events, the student only expects certain reading sessions, the most frequent being to answer questions about a text. Important factors, such as the formation of global text coherences or reading management (motivation), are therefore only conditionally achievable. PISA 2018 thus also applies a scenario-based assessment approach.

In order to give the present project a feasible framework, the focus is on the areas of reading and writing. However, particularly in class, reading and writing are carried out in isolation only in rare cases. Only by speaking and hearing are linguistic aspects completely covered. In many of the lesson plans, which are based on this framework, the feedback method is an essential aspect, underlining the importance of speaking and listening.

A further consideration for this project on reading and writing support was the question of which teachers should be in the target group. Since language teachers can hardly make a lasting change with the hours available to them, the target group was also expanded to include non-language teachers, which also takes account of current demands in science and language support practice. Of course, this approach also entails risks, in particular due to the challenge of how teachers can be motivated and qualified in order to be able to make a valuable contribution to reading support and especially writing support for the students. When you consider the teaching materials that are created according to this framework, you find that the focus remains on the subject matter; reading and writing are the vehicles which help to open up professionalism, stimulate cognitive processes, and extend and deepen knowledge. The non-language teacher is thus still the expert and not an assistant to the language teacher. In the area of writing advancement, this project is not based on the field of orthography, as some studies suggest that it may even have a negative impact on the development of writing literacy (Philipp, 2015, 44-47).



Within the framework of the project it was repeatedly shown how different the teachers' previous knowledge of linguistic and didactic concepts are. The chapter "Didactic-methodological principles" shows ways to deal with the various previous knowledge within the framework of the project.

The framework presented here is the result, which was conceived in the course of the project together with all project partners, tested, evaluated, and revised in lessons at vocational schools in the participating countries. The aim of the framework was to offer structured support in the field of integrated reading and writing support in specialised teaching for vocational training. The partly very different educational policy requirements and occupational requirement structures in the partner countries made it necessary for the concept to allow great degrees of freedom in some places. Nevertheless, a clearly recognisable structure emerged. The framework is the basis of the entire project.

Didactic-methodological principles

In order to successfully implement new approaches in the school sector, certain overriding didactic-methodological principles must be taken into account. This is always about supporting the learning processes. The presented principles do not always directly relate to support for reading and writing. It has shown that new approaches often fail in classroom because such overriding didactic-methodological principles are neglected. Knowing these principles alone is not enough; they must be used in teaching and in further training (see Output 4 „Guidelines“).

Scaffolding

Scaffolding (Gibbons, 2015) refers to supporting the learning process by the provision of auxiliary assignments. This includes materials, structures, instructions, and provoking thoughts. These auxiliary assignments are used for a limited time, the goal is the gradual dismantling of the scaffolding activities until the moment the student can fulfil the task completely independently.

Every learner has the ability to solve problems at a certain level without the help of others. If the student is offered support and the educational purpose of the support is explained, they are most likely able to reach the next level. This corresponds to Vygotski's zone of the next development. The goal of scaffolding is to build a bridge between what the learner can do alone and what they can do with support. The use of scaffolding measures is a crucial success criterion because the application of process-oriented teaching, the knowledge of reading and writing strategies, and language competency in the language of the class are very different within the European education systems. Scaffolding thus plays a decisive role in successfully implementing the framework for learners with different previous knowledge within a learning group and in the various countries.

However, scaffolding is not an independent category of didactic-methodological principles; rather, all approaches aimed at helping the learners to gradually reduce this support are seen as scaffolding. This will be explained by using the following reading strategy. Learners should assign predefined subheadlines to defined text paragraphs. As soon as a learner can easily do this, he or she should write subheadings for further texts paragraphs on theirself. In this way, the help is reduced individually and gradually, enabling the learners to gain skills and success.





In this context reading can be seen as a kind of scaffolding for writing and vice versa. One supports the other. This approach is explained in more detail in the chapters “Reading”, “Writing” and “Relationship between reading and writing”.

Cognitive and metacognitive strategies

A cognitive learning strategy leads to an extensive analyse of the learning materials in order to achieve learning progress (Kaiser, 2015). They are used for direct information acquisition, processing, and storage (Wild & Klein-Allermann, 1995). Cognitive strategies are often used when working with texts and can be divided into areas such as organisational and elaboration strategies.

Organisational strategies are used to translate texts into a better form. Examples: Identification of important text points, summaries and outlines, creation of tables, diagrams and graphs.

Elaboration strategies are used when new knowledge needs to be integrated into prior knowledge. Examples: Linking new knowledge with personal experiences, elucidating concrete examples, and application opportunities.

All cognitive learning strategies are not mutually exclusive in the specific learning process. Various cognitive learning strategies can be combined according to the individual learning behaviour and the respective situational requirements.

Metacognition means "thinking about thinking" and thus controls or supports the cognitive learning processes. For example, a metacognitive strategy is to look closely at the nature of the information, to clarify what is already known and what is new. Which of the known cognitive strategies could be helpful in processing the information is then analysed. Metacognition requires accuracy in thinking, the thinking processes can be classified into three overriding strategic fields: planning, managing, and controlling (Kaiser, 2015). Writing research and reading research also use these fields of strategies, but they use different terms for largely comparable processes.

Naming the fields of strategy in the involved areas

Area	Strategy field	Strategy field	Strategy field
Reading research	Before reading	During reading	After reading
Writing research	Planning	Formulation	Revising
Metacognition	Planning	Steering	Controlling

Below is an explanation of the strategy fields by using the metacognition terms planning, managing, and controlling. However, these explanations are applicable as well to the areas of writing research and reading research.



Planning is about getting an overview, rather than pursuing quick, but not well thought-out solutions. The aim is to understand the tasks and the related objectives and to get an overview of the available information. The necessary work steps are analysed and arranged.

In the *steering* phase the detailed work begins. Here, cognitive strategies such as emphasising, comparing, visualising, defining interim headings, etc. are used. If the cognitive strategies are not effective, they are going to be corrected.

The *control* can be regarded as a request not to classify the work result hastily as correct. Possible questions: Has all the information been taken into account while doing the task? Do the materials contain information that do not match the results?

Metacognitive strategies are needed in order to lead learners to independence and self-regulation with regard to reading and writing strategies. Particularly weaker learners have deficits in this respect, which ultimately lead to inefficient reading and writing behaviour.

Questions to reflect

The following questions help you to understand, highlight and reflect the most important contents of the framework. You will find this kind of questions theoretical key chapters.

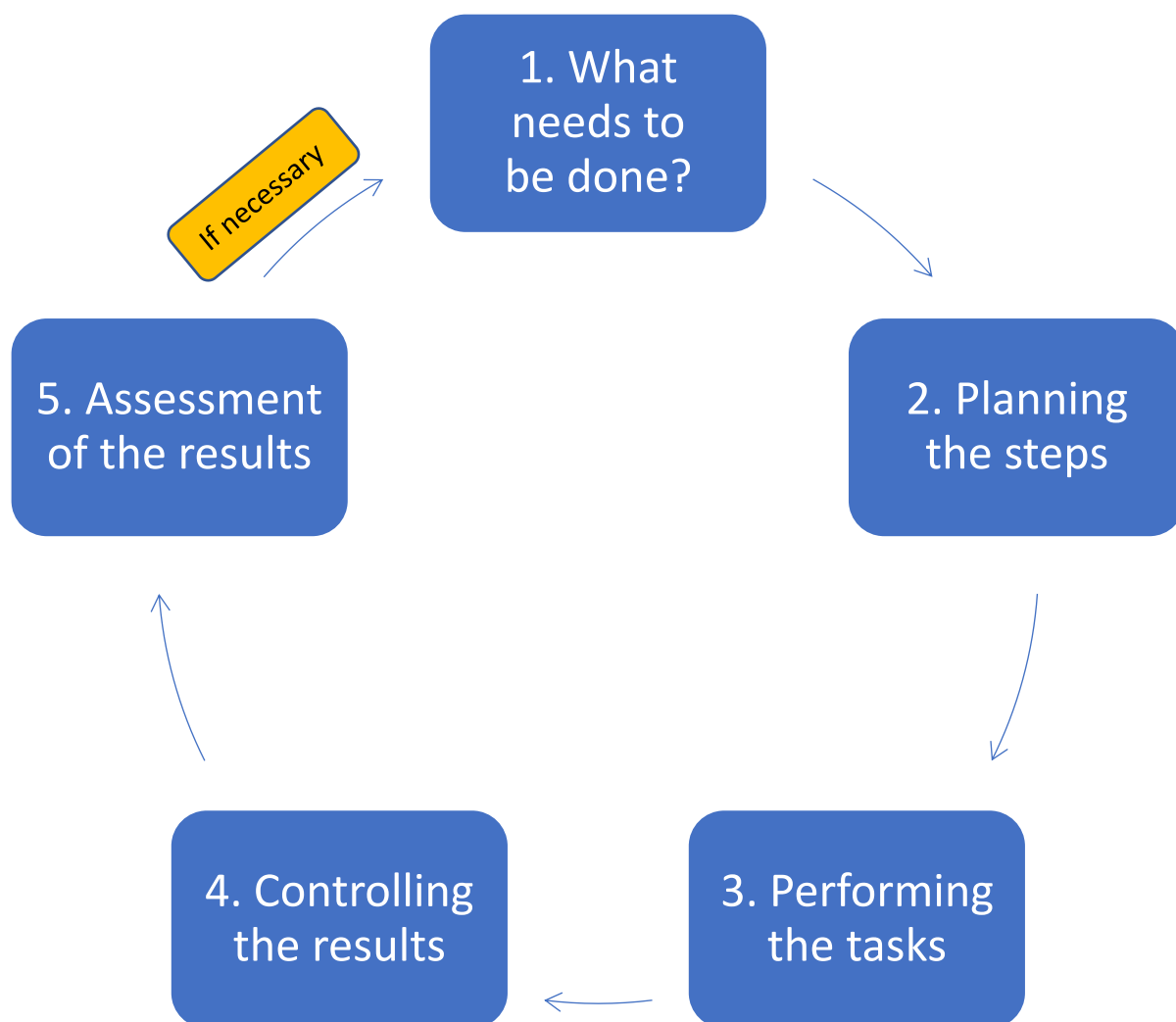
- What does "scaffolding" mean?
- In what way does "scaffolding" correspond to scenario-based, problem-solving action?
- What steps does the "model for complete action" (see next page) describe for problem-solving?
- How can reading support writing and writing support reading according to "scaffolding"?
- What are cognitive and metacognitive strategies? What are they used for?
- What role do cognitive and metacognitive strategies play in the context of "integrated reading and writing support"?

Note: It may be useful to discuss the above questions together with colleagues. Consider also the transfer of the theoretical knowledge into practice. After having implemented the approach in the classroom reflect together the chances and difficulties of scenario-based learning and review the teaching materials you developed.





Model of the complete action



The model of the complete action is based on the knowledge that learning is structured into the steps of an action similar to that students have to take in the workplace or their private life. Confronted with a new task, students would need to independently gather information, plan and decide on their approach, implement it, control their performance and assess the outcome with a teacher/colleague/superior. In vocational education, these steps serve as a structure that students can follow to autonomously complete the action and, thus, acquire new knowledge and skills.



Scenario-based-learning

In general a scenario can be seen as a description of a situation that could possibly happen. It focusses peoples' attention on certain issues and initiates thinking and action processes. To master these processes successfully, there may be a need for *scaffolding*, *cognitive and metacognitive strategies* and the *model of the complete action*.

Scenario-based-learning approach can be applied in the different fields of vocational educational and training include: project method, exploration method, guiding text method, case (study) method, construction assignment, experiments and role play. Although scenario-based-learning processes can be realized through a variety of methods, all of them share certain characteristics (Nurkholis & Petrick, 2014):

- Authentic, practice orientated tasks
- Students' activation and students' independent performance of work tasks
- Mixture of group and individual work to promote solidary behavior
- Creation of a specific action material or product as results of the learning process (such as a presentation, a model, a work piece, a website, an event, a play etc.). The students' identify with the material resulting from their work and use it as the basis for discussion and assessment.
- Prior knowledge is re-activated and new information is introduced
- Teacher becomes a learning facilitator and advisor instead of an instructor
- Learning serves as the preparation for the future workplace but should also develop the personality
- Consideration is given to the subjective interests of the students' (self-directed, explorative learning)

In educational context scenarios can be highly effective to enhance students' motivation to work on a certain topic. Reading and writing activities should have a clear communicational function.

Example: You are a carpenter and should built a table for a customer. Tomorrow the customer will come over to your joinery for first talk. You have never done such a customer dialogue before. To prepare yourself for this talk, you create a list with questions you have to ask the customer in order to clarify what kind of table he would like to have.

As in the context of this project we focus on the fostering of reading and writing skills, the developed scenarios should demand reading and writing activities in order to accomplish the task. Thereby reading and writing activities support each other and lead to a deeper understanding of texts and better writing products (reading to write / writing to read).

Scenarios are authentic, or at least semi-realistic prompts, relevant for students' life or specialization. They must include content and language goals. The scenario must be meaningful and achievable, it should offer students the opportunity to express themselves and reflect on their activities. Often scenarios offer opportunities for collaborative learning and peer-feedback.



The teachers' role is different than in teacher-centered classroom. In scenario-based learning the teacher should be an activator, provide students with challenging tasks, support students' with modelling, direct instructions and scaffolding. For additional information about the scenario-based approach see also Output 4 "Guidelines", page 6.-9.

Text types

It is important for students to develop awareness of the variety of text types they can encounter in school - whether in textbooks or in authentic reading materials - as well as in life. This knowledge helps them approach each type with the appropriate reading strategies, and it also provides them with structures they themselves can rely on when they have to produce their own texts, whether for school or for real life purposes.

"Text types further describe the diversity of texts in a way to cover a wide range of types of reading that students would encounter: description, narration, exposition, argumentation, instruction and transaction. Texts as they are found in the world typically resist categorisation, as they are usually not written with text type rules in mind, and tend to cut across categories. For example, a chapter in a textbook might include some definitions (exposition), some directions on how to solve particular problems (instruction), a brief historical account of the discovery of the solution (narration) and descriptions of some typical objects involved in the solution (description)." (Source: PISA 2018)

To collect more informations about essential text types in vocational education, teachers and students have been questioned in this project. The participation teacher have been ask which text type students have to read and to write. For reasons which have been explained in the PISA text above, it was difficult to identify all relevant text types. However, three text types used for reading activities are more often mentioned:

- Descriptions (in variations of: "descriptions and explanations of..."; "description of processes"; "descriptive texts");
- Instructions (in variations of: "safety instructions"; "documentation and technological worksheet")
- Legal acts (in variations of: "legislative texts"; "contracts")

It is recommended that teachers should use similar text types for writing and reading so that students can be able to develop expertise in writing based on the exposure to read texts. The improvement of the writing performance does not only improve the literacy level of the vocational students but it also opens new directions of specialization in their further careers: for instance, if students read description / instruction texts intensively, they might be conceiving written instructions for own products as part of new horizon-opening jobs.

A second recommendation is that teachers can introduce text types to students in more systematic teaching scenarios in which general-functional writing (CVs, motivation letter) is taught separately from communicative genres (e.g. emails, webpages) and discipline-specific text types (e.g. safety instructions). The importance of the exposure to literary text types (e.g. poems, narrative texts) should be evaluated correctly. If the curriculum requires literary text types they can used as literacy intervention, as writing exercises to help students to improve their general writing skills.



There are several discordances between what students have to read and write and what they really read and write. Several literary text types (e.g. fantasy books, song texts) are mentioned by students to be read in the classroom whereas they are not in the curriculum-recommended list of readings mentioned by teachers. The difference is even more visible for texts to be produced by the students, which include e.g. blog / blog entry.

The range of answers in the questionnaire indicating the wishes that students might have related to read and written text types (as reported by teachers) indicated one major motivational deficit: students might associate high motivation for reading with hobby-induced reading activities. That is why text types such as crime stories, youth magazines, entries on Facebook/Twitter/Instagram appear in the list.

One recommendation emerging from the list of texts mentioned by teachers to be appealing to their students is that teachers could identify and/or conceive didactic scenarios in which appealing text types play an important role. For example, if students like Facebook entries, teachers could try to ask study-related topics to post on Facebook and launch debates about those topics.

Another interesting conclusion which can turn into a recommendation for teachers is that students would like to have access to more up-to-date materials (e.g. modern technologies materials), more sophisticated information (e.g. professional literature) thus demonstrating the motivation for self-perfection, and well-structured and concise information.

At the same time, there is a general impression of students being overwhelmed with activities (maybe too many vocational-typical lessons) that they either prefer reading and writing activities that focus on the essentials, i.e. being concise, or focus only on relevant information, i.e. only modern up-to-date informative materials, or they wish they had more time for extra-curricular reading and writing applications such as stories or blog entries. Teachers might try to balance highly motivational reading and writing activities and vocational-curriculum requirement in their classes so that literacy development does indeed support and enhance professional development of students.

As for text types that have a high potential of investigation and implementation in the VOCATIONAL context, except those already described above, which are also repeatedly mentioned in all sections of the report, the text type *report* might also be of use since it is also placed on the list of desired competences.

One successful technique of introducing text types is to make students read standard samples (e.g. legal texts), analyse text specifics and try to re-write similar text types on different topics.

For more information about all PISA text type categories see Appendix.



Questions to reflect

- What is scenario-based learning?
- What does scenario-based learning have to do with problem-based learning?
- What does a scenario contain (see also model of the complete action)?
- What didactic implications does scenario-based learning have?
- What role do reading and writing tasks play in the context of scenario-based learning?
- What is a text type?
- Why is it important to know text types in the context of "integrated reading and writing support"?
- How should text types correspond to each other in reading and writing tasks?

Note: For students, it is very helpful to work with models of text types. They give them a quick understanding of different text types and help them to improve their own writing rapidly.

Model for reading and writing

The most important reading and writing models will be described below. They show what emotional-motivational, cognitive, linguistic-communicative knowledge and skills are required when reading and writing texts. The models also reveal that reading and writing are complex processes that are divided into different process phases (before, during and after reading and writing).

Conclusions can then be drawn as to which skills (vocabulary, text knowledge, etc.) are needed in which phases of the reading and writing process in order to succeed in reading and writing texts; they also provide the basis for understanding reading and writing strategies that enable learners to understand and write texts independently.

Hayes writing model (1996)

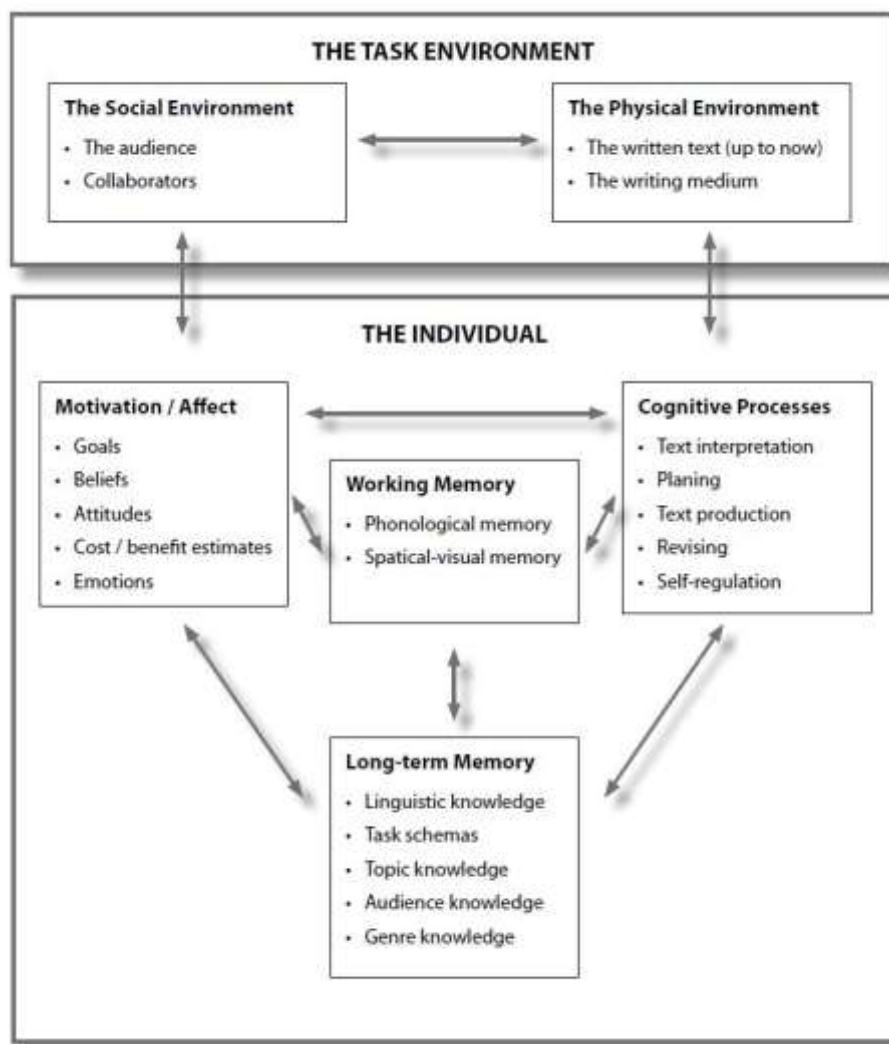
This model was created by Hayes & Flower in 1980 and revised by Hayes in 1996. The model shows the cognitive processes which should reflect the recursive nature of writing. It can be divided into two areas, the task environment and the individual.

The task environment is influenced by the social and physical environment. The individual consists of the areas of motivation/affects, working memory, long-term memory, and cognitive processes. Due to its limited receptivity, the working memory is seen as a bottleneck, which has a particular effect on the writing process and the writing speed.

Flower and Hayes had hoped that this model would lead to a clearer understanding of the key steps involved in writing and to show patterns that would occur during the writing process. They hoped that scientists could use this knowledge to find effective ways to instruct inexperienced writers so that they could better use learning and strategies that promote the process of revision and thus develop literacy skills.

With a clearer understanding of how different cognitive abilities interact during writing, especially the role of evaluation and working and long-term memory, it would be much easier to determine what types of instructions help inexperienced writers to develop effective revision strategies and thus also fluidity in writing.

Although this model can only be used very limitedly for the framework with its original intention, it nevertheless offers some useful explanations and support.



Hayes & Flower-Model (1996) Referring to: Becker (2006)

Rosebrock & Nix Multi-Level Model (2008)

The multi-level model of Rosebrock & Nix (2008) for the design of learning processes in the classroom names various dimensions of reading - the measurable at the level of specific reading process (cognitive process level), but also those on the subjective and at the social level. According to Rosebrock & Nix (2008) the reading process is divided into three parts.

The model describes in concentric imaginary circles temporal simultaneous dimensions on the same hierarchy during the reading process and makes so clear at what level the promotion of reading skills should be used systematically.

The cognitive process level is located in the inner circle. On the cognitive process level the creation of local coherence by linking letters and words and of block sequences also takes place and the understanding of contexts through language knowledge and world knowledge.



For competent readers these processes are automated, inexperienced readers must be encouraged at this level. On the cognitive process level also more complex reading comprehension takes place.

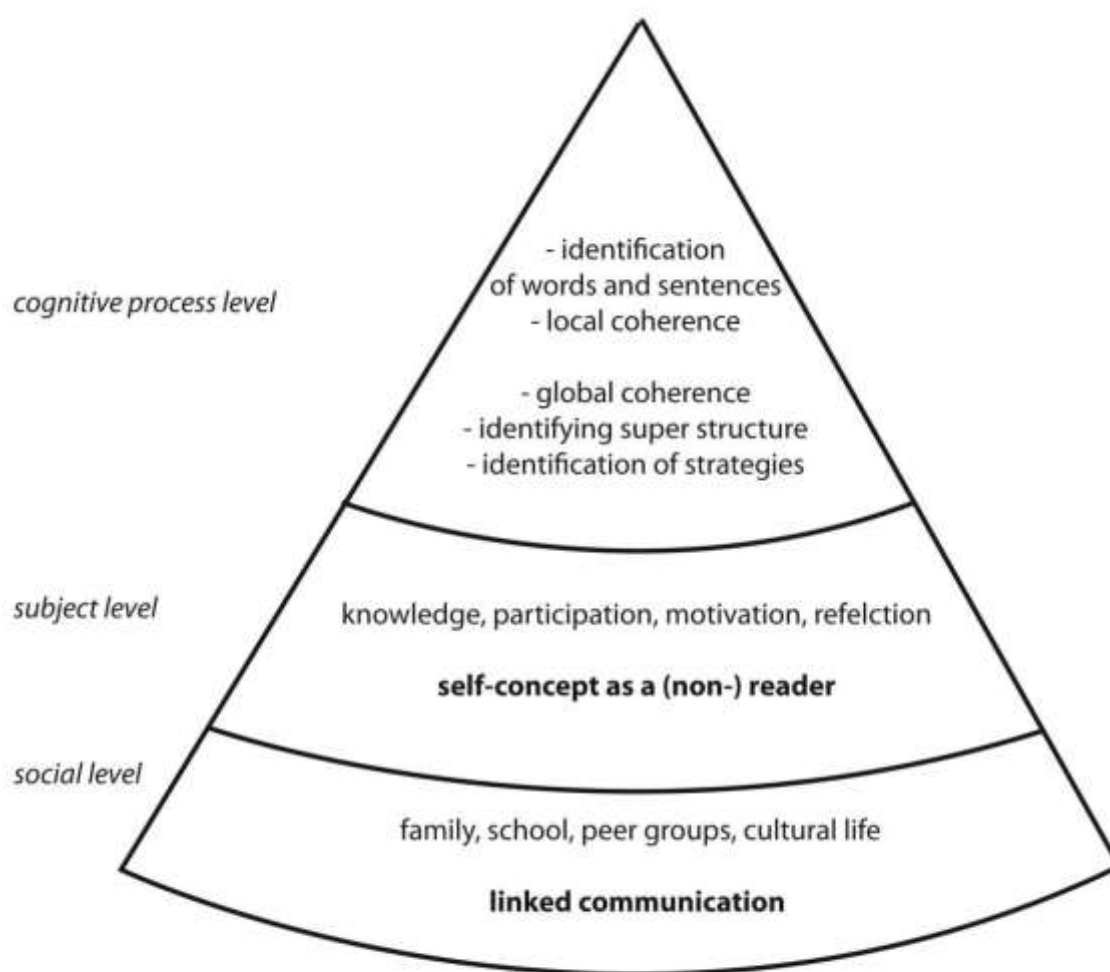
The reader is creating global coherence while reading. So he gets an idea of what is mentioned in the text, what theme and content of the text. Existing text pattern knowledge is used to sort the text into so-called super structures.

On the subject level in the center circle, in addition to the aspect of motivation (level of involvement on the text), there are also settled more components. This includes beside expert knowledge / world knowledge and the reflection of the read also the inner participation that means the relation of the text to one's own life and wishes. Individual reading-related positive or negative self-concept has a strong influence on the reading motivation (Rosebrock & Nix, 2008).





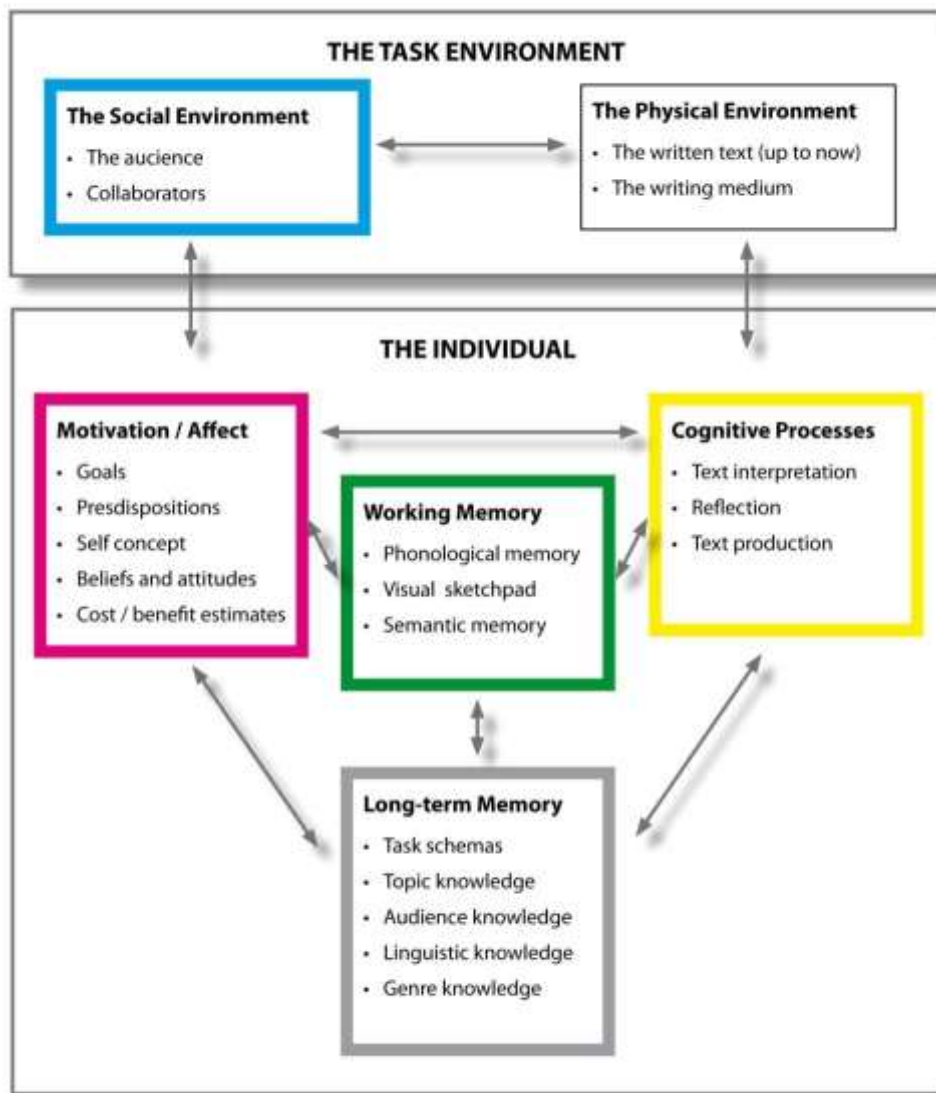
Rosebrock & Nix (2008) multi level model





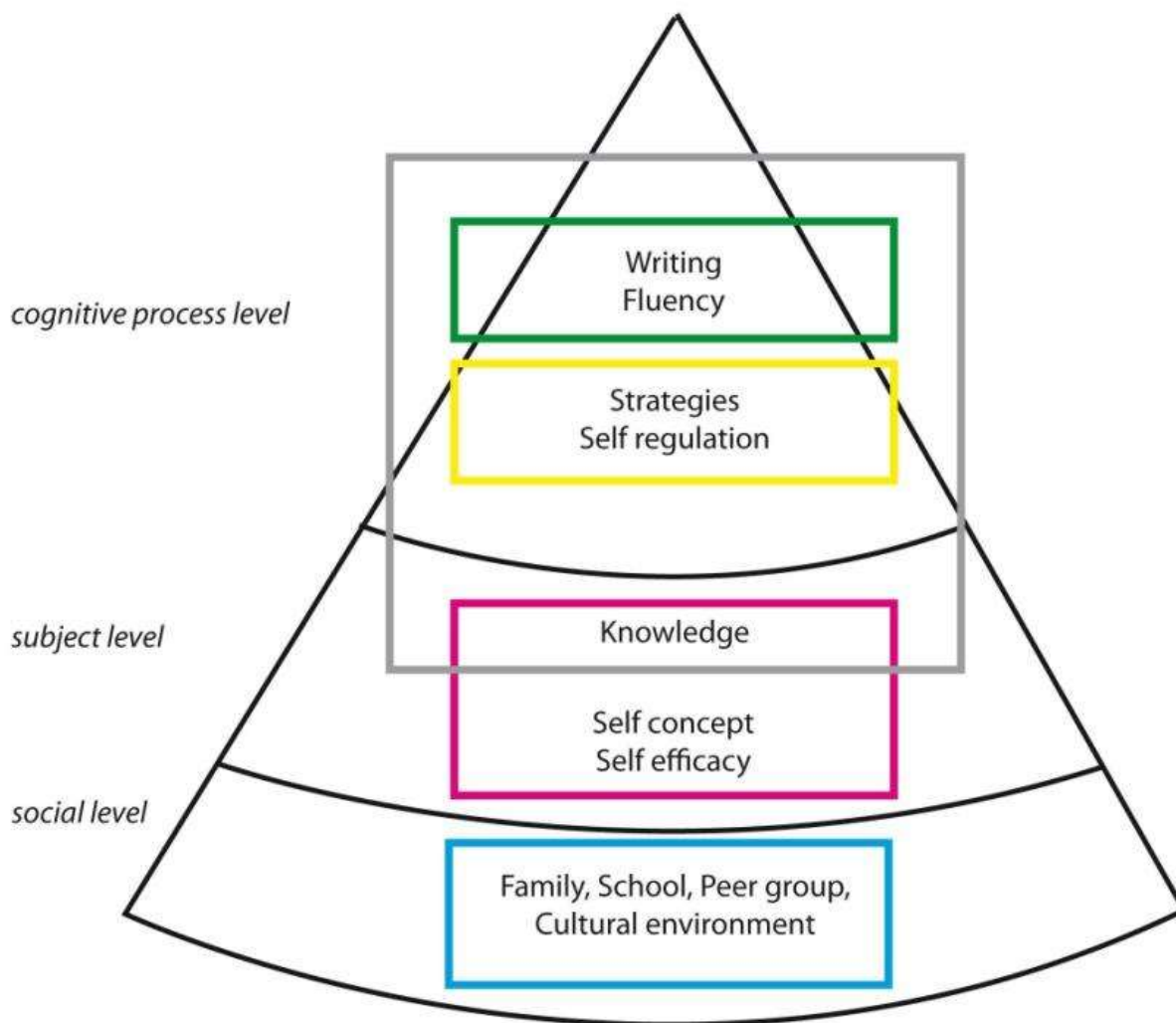
The outer circle describes the social level of the reading process. The linked communication (follow- up communication) about text read in the family, at school or with the peer group, provides for an intensification of text comprehension; on the other hand it provides a strong occasion for reading.

Reading and writing come together



Transferring the fields of the Hayes & Flowers (1996) writing model into the levels of Rosebrock & Nix (2008) multi- level reading model (see next page), it displays didactical fields for writing support, which most likely can also be used in a similar way for reading support. To highlight the relationship between reading and writing, the similar areas are marked in the same color. Factors such as fluency, strategies, self regulation, knowledge, self concept and social environment are important for both reading and writing.

Philipp (2015)



Afra Sturm et al., 2013

Questions to reflect

- What knowledge and skills does Hayes' model (1996) take into account when writing texts?
- Which factors and skills are essential for reading texts according to the multi-level model of Rosebrock & Nix (2008)?
- According to both models, what knowledge and skills are the basis for both reading and writing texts?
- What conclusions can be drawn from the two models for the concept of "integrated reading and writing support"?
- To what extent are the models didactically useful for promoting literacy in the classroom?



Promoting Literacy in Vocational Education and Training

'Literacy' in the narrow sense is understood as the ability to read and write (Olson, 1996, 7, European Commission, 2018). In the broader sense, it means everything that enables people to participate in the written language culture. Literacy development in VET schools is a field that has only recently begun to attract research (Becker-Mrotzek et al., 2006; Eging, 2008). In fact, it is shown that reading and writing are built on common interdependent skills (e.g. text structure knowledge), and suggest therefore an integrative promotion of reading and writing skills (Graham & Perin, 2007; Graham & Hebert, 2010). Research on integrated reading and writing support has shown that there is great "evidence for how writing can improve reading" and vice versa how "reading can improve writing" (ibid.). This Erasmus project, which works towards the integrative promotion of reading and writing skills in vocational education using transfer effects between the two competences, aims to achieve a more sustainable learning effect by promoting receptive and productive written skills.

For the majority of VET students, reading and writing are complex cognitive and linguistic challenges that they do not always master successfully (Nodari, 2002, 11). The formal requirements and conventions of school or professional language and text types, and the expression of ideas in written form are demanding for them. Furthermore, VET students are not overly motivated to confront writing-related tasks, since they have often been unsuccessful writers in their previous educational experience (Konstantinidou et al., 2016, 74).

In addition, many VET students come from families with a modest level of education and/or a migration background (ibid.). Adolescents with an immigrant background have usually grown up in multilingual environments using several languages simultaneously (in family, in school, etc.). In literacy education within VET schools, the diversity of students' linguistic backgrounds is not sufficiently taken into consideration. To address this inadequacy, concepts are needed to promote literacy skills that meet the heterogeneous needs of VET students (ibid.). This chapter describes the approach to the teaching of writing with that is suitable to cope with the students' heterogeneous social and linguistic backgrounds.

Reading

In the following chapter the most important approaches to text understanding as well as reading strategies are presented. Effective reading is a complex process of problem-solving. Readers need to make sense not only of words and sentences they see, but of the ideas and knowledge they themselves connect to those words and sentences (Schoenbach et al., 1999). As readers, we generate meaning in response to text by building on prior knowledge and a range of socially and culturally derived cues. Competent readers go through various processes to locate information, to monitor and build understanding, and to critically assess the relevance and validity of the information they encounter. These processes and the readers' strategies vary with context and purpose as they interact with multiple types of texts. In the scenario-based approach to learning, students do ample reading with the purpose of solving a real-life problem related to their professional or personal life. They need to use, understand, evaluate, engage with and reflect on texts to achieve their goal of solving the problem posed in the scenario. In order to do this, they need to deploy "a wide range of cognitive and linguistic competencies, from basic decoding to knowledge of words, grammar and larger linguistic and textual structures for comprehension, as well as integration of meaning with one's knowledge about the world." (OECD, 2016, 11)



Over 20 years ago, Pressley and Afflerbach (cited in Pressley & Gaskins, 2006) reviewed research available at the time, and defined what *good strategic readers* do before, during and after reading. Even before starting on a text, such readers set a purpose, assess the text in terms of length, structure, and relevance for the purpose they have in mind, decide whether they need to read the whole text or only parts of it, and in broad lines anticipate some of the idea they are about to encounter in the text. During reading proper, with their purpose and knowledge-base in mind, strategic readers may go over parts of the text more rapidly but slow down and perhaps re-read passages where they encounter the new ideas or specifics they are more interested in, mark the parts they find essential, make notes of things to remember and connect these ideas to what they knew by interpreting them in light of their prior knowledge, checking them against mental references and translating them to fit these references, figuring out implications of the ideas, spotting author biases and perhaps inconsistencies. In addition, they become aware of an evolving framework for understanding, of the features of the text that make it easy or difficult to follow, engaging in a mental conversation with the author, planning to read up on some of the ideas from other sources. After reading, good strategic readers review the marks and notes on the text (or just set the text aside as worthless of further attention), ask themselves questions, make decisions about what to do next with the ideas learnt, reorganize their mental representations of the concepts encountered, and perhaps engage others in a conversation about the ideas or write down their own response.

Proficient adolescent readers, those who engage in reading texts critically and deeply, share some key characteristics (Baumann & Duffy, 1997, cited in Schoenbach et al., 1999): they are mentally engaged and motivated to read and learn from their reading, as well as socially active around reading tasks, and strategic in monitoring the interactive processes that help comprehension (by setting goals for reading, developing awareness of their emerging interpretation of the text and using helpful comprehension strategies). This engagement and the described characteristics can all be supported by using the scenario-based approach to learning.

On the other hand, “(a)dolescents may struggle with text for a number of reasons, including problems with a) vocabulary knowledge, b) general knowledge of topics and text structures, c) knowing of what to do when comprehension breaks down, or d) proficiency in monitoring their own reading comprehension” (Lee & Spratley, 2010, 2). They cannot summarize a simple passage, cannot use context to determine the meaning of unknown words, and have difficulties making text-based inferences. In addition, poor fluency limits many struggling readers' ability to process text efficiently, compromising basic and inferential comprehension (Cantrell et al., 2013; Flynn et al., 2012, cited in Kim et al., 2016).

In terms of reading for content learning and real-life problem solving, in the context of scenario-based approach to learning, metacognitive awareness of text structure (Dymock, 2005; Buehl, 2001), as well as automated use of a variety of comprehension strategies (Block & Duffy, 2008) and vocabulary skills, especially for second language learners (International Literacy Association, 2017) are all important.

Developing awareness of text structure: teaching students to recognise text frames

The term “text frame” (Buehl, 2001) is used to describe sets of questions that are expected to be answered in a specific text. The frame thus provides a sense of structure and coherence, a certain manner of organising the information and ideas included in the text. Researchers have highlighted six text frames typically used by authors to organise content. In the table below, we list the text frames along with the defining characteristics



of the text (major questions the text answers) and metaphors (frame of mind) for the type of thinking that the author of each type of text engages in.

#	Text frame	Focus of the text	Frame of mind/ thinking like a ...
1	Cause / effect	Why things happen; Why or how something works / happens	Scientist
2	Concept / definition	What something is or looks like; How something can be described / classified	News reporter
3	Compare / contrast	How things are alike / different; positive / negative;	Shopper
4	Goal / action / outcome	How to do something, what steps / directions / procedures to follow; Who is trying to do something;	Coach
5	Problem / solution	What is wrong and how it can be taken care of; What needs to be improved / changes / fixed / remedied; Who is confronting problems	Troubleshooter
6	Proposition / support (PSu)	Why accept an opinion / hypothesis / theory / argument; What viewpoint is being expressed; How conclusions are based on studies / evidence	Judge

Developing mastery of major comprehension strategies

The following strategies relevant for disciplinary literacy have been proven to improve comprehension and are therefore recommended (Block & Duffy, 2008, 22):

1. *Predicting or anticipating text content* by looking at titles, text features, sections, pictures and captions, continuously updating and re-predicting what will occur next in a text.
2. *Monitoring*, i.e. pursuing own understanding and developing awareness of meanings derived.
3. *Questioning* when the meaning is unclear or inconsistent with what has been known.
4. *Generating mental pictures* as a way of constructing meanings expressed in text.
5. *Rereading and problem-solving* by reflecting on the text before, during, and after reading, continuously deciding how to shape the knowledge base for personal use.
6. *Inferring* by connecting ideas in text with personal experiences and general world knowledge.
7. *Identifying main ideas, summarizing, concluding and synthesizing*.

Developing students' vocabulary

Students who have large vocabularies can understand new ideas and concepts more easily than students who have limited vocabularies. Researchers have found a high correlation between word knowledge and reading



comprehension, which means that if students do not adequately and steadily develop their vocabulary knowledge, their reading comprehension will be affected. In fact, vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text (Hirsch, 2003). Knowing at least 90 percent of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will further help them learn new words.

On average, students should add 2,000 to 3,000 new words a year to their reading vocabularies (Beck, McKeown & Kucan, 2002). For some categories of learner – such as students who have a limited knowledge of the language of instruction or those who do not read outside of school, etc. – there are significant obstacles to developing sufficient vocabulary to be successful in school.

While it is acknowledged that vocabulary knowledge is not a development skill or one that can ever be conceived of as fully mastered, but rather it can be expanded and deepened across a lifetime, effective vocabulary instruction in schools is key to successful learning. There is no one best method for vocabulary instruction; however, it is widely accepted among practitioners that vocabulary should be taught both directly and indirectly. *Direct instruction* means teaching specific words, such as pre-teaching vocabulary prior to reading a text. It is estimated that students can be taught explicitly some 400 words per year in school (Beck, McKeown & Kucan, 2002). However, one cannot teach students all of the words they need to learn. Vocabulary instruction must therefore also include *indirect instruction* methods, such as exposing students to lots of new words and having them read a lot.

Multiple exposure to words is required as the growth of word knowledge is slow and incremental (Hirsch, 2003). Rather than simply repeating the word and a definition or synonym, this means seeing the word in different contexts. Every time we encounter a word in context, we remember something about the word. As we encounter a word repeatedly, we gain more and more information about that word until we have a vague notion of what it means. As we get more information, we are able to define that word.

It is helpful for students to understand how they gradually learn words. Teachers should encourage students to actively construct links between new information and previously known information about a word. Being active and aware of this process will result in better learning of new words.

When students really know a word, they know more than the word's definition. They also know how that word functions in different contexts. Knowledge of a word includes knowing how it sounds, how it is written, how it is used as a part of speech, and its multiple meanings. Stahl (2003) makes the distinction between definitional knowledge (similar to that included in a dictionary definition), and contextual knowledge (understanding how a word's meaning adapts to different contexts). In order to fully learn a word and its connotations, a student needs multiple exposures to the word in different reading contexts.

Background knowledge is a student's experience and knowledge of the world. Research has established that readers' existing knowledge is critical for them to comprehend what they read. People who know a great deal about a topic also know its vocabulary. However, more than vocabulary is needed to understand most texts. It is possible for students to know all the words in a passage and still not make any sense of it if they have no prior knowledge of the topic. To make constructive use of vocabulary, the students also need a threshold level of knowledge about the topic. This enables them to make sense of the word combinations and choose among multiple possible word meanings (Hirsch, 2003).



Integrated reading and writing support

In this chapter, methods for supporting reading through writing (writing to read) and writing through reading (reading to write) will be shown. Reading and writing activities are part of the action-oriented problem-solving process that is set in motion by the learning scenario. By reading and writing specific content knowledge and (linguistic) skills can be acquired, built up and supported by exercises (see scaffolding) that learners need to successfully master the reading and writing process.

The integrated promotion of reading and writing skills (cf. Philipp, 2012, 58) is seen as useful for the general and professional classroom in VET (cf. Schneider et al., 2013, 77). Hereby “Reading to Write” (cf. Philipp, 2012, 58; Graham & Perin, 2007, 18) serves the development of content, vocabulary, text structure, text type characteristics, etc.; vice versa “Writing to Read” (cf. Graham & Hebert, 2010, 56) can help increase text comprehension. This appears useful insofar as the integrative promotion of “literacy” uses transfer effects between reading and writing (cf. Fitzgerald & Shanahan, 2000).

According to metastudies from Graham & Perin (2007) and Graham & Hebert (2010), approaches to the explicit promotion of writing strategies, peer support, the writing of summaries, processing the materials read (e.g. by writing down personal reactions, by taking notes and writing short summaries) are most effective. As shown by the most effective summary of texts, reading and writing activities cannot be separated from each other (cf. Philipp, 2012, 57). A metanalytic overview on the effectiveness of concepts in promoting writing can be found in Philipp (2013, 186-198); the age range of VET students is rarely taken into consideration, and the differences in the vocational education systems across European countries hinder the validity of comparisons.

However, it can be stated that “...writing and reading instruction will be even more effective when they are designed to work together to achieve common goals and reinforce the reciprocal acquisition of central literacy knowledge, skills, and strategies.” (Graham & Hebert, 2010, 25)

Reading supports writing through the acquisition/preparation/activation of

- Vocabulary knowledge:
 - in pre-writing activities, reading is done to pool relevant vocabulary for the topic of writing (e.g. read and underline words; read and fill in a text with your choice of words from among those provided in a list). Students can read texts with highlighted words and infer the meaning of relevant vocabulary elements from the text.
 - during writing, students can be referred to e.g. word lists or dictionaries to clarify meaning.
 - in post-writing, re-reading one’s own text or reading someone else’s text helps students revise and make choices about vocabulary to improve clarity.
- Contextual knowledge and knowledge of text structures:
 - In pre-writing: students do careful reading of the task for sound understanding of what the written product should be; they read exemplars (very good quality written products in response to the same task); students read rubrics used in assessment so as to understand the expected level of performance; for mastery of text structure, ample exposure to (reading of) texts with the same structure and analysis of the elements that convey the text structure helps.
 - During writing: students can use templates, other elements of scaffolding (e.g. a text that is partly written and the students only need to fill in some parts based on reading and extracting information; list of connectors and sequencing words).



- After writing, re-reading own writing or other students' writing is done for self- and/or peer-assessment. E.g. students can read each other's work as if they were the audience intended for the writing and check whether the text is well structured and it is a relevant response to the task. Students can be provided exemplars and / or rubrics to (re)read and judge their written product during revision or self/peer-assessment.
- General knowledge of topics:
 - in pre-writing activities: reading is done in order to clarify ideas and/ or gain broader and deeper understanding of the topic to write about. Reading of linear and non-linear text, of list, skimming and scanning texts, careful reading of graphic representations, charts etc. all help collect ideas and clarify concepts to be used in the writing.
 - During writing: students read graphic organizers to refer to ensure clarity of major ideas and concepts.
 - In post-writing, students read their own work or the work of peers for self/ peer-assessment.

Writing supports reading through acquisition/preparation/activation from

- Vocabulary and contextual knowledge
 - Writing as a pre-reading activity: collecting and writing down ideas (before reading), writing associations/opinions/expectations on the topic; brainstorming; compiling keywords; etc.
 - Writing during reading: for example, taking notes, writing short excerpts while reading; answering questions to a text in written form; reacting spontaneously to a reading assignment (for example, in the form of a letter to a classmate); writing (short) reflections relating to the text; writing a critique or supplement; etc.
 - Use of general and subject-specific vocabulary
 - Writing as a post-reading activity: for example, fill in the blanks texts; text reshaping; definitions (what is...?) in both broad and narrower terms; word families; word associations; well-formulated texts
- Text pattern knowledge
 - Through post-reading activity: for example, advantage/disadvantage table; pro/con argument table; timeline with keywords (commentary); worksheets: theses → compile arguments; formulate a sentence for each paragraph, create coherence, summaries; analyse/describe/interpret the text; the structure of the text paragraphs (topic sentence including continuation, explanations, substantiations, etc. as a worksheet)
- Text type knowledge
 - Writing as a post-reading activity: for example, description of reformulations → instruction; report → commentary; subjects-specific text → expertise (general-language); etc.

Intense discussion / analysis of the text

- Focused writing (for example, eliminate redundant elements while reading the text; conversely, use reading of texts while writing (vocabulary, text patterns, extracting information from the text); etc.
- Adjustment with the social communicative problem or reading/writing assignment.

The order of reading and writing activities in a scenario, in which they relate to each other, is essentially open. One could use reading tasks as pre-writing activities or vice versa writing tasks as pre-reading activities. Moreover, one could use reading during writing as a source of linguistic and topic knowledge. Again writing can be used as a post-reading activity, e.g. by writing summaries or comments regarding the reading (see Fig. 1).

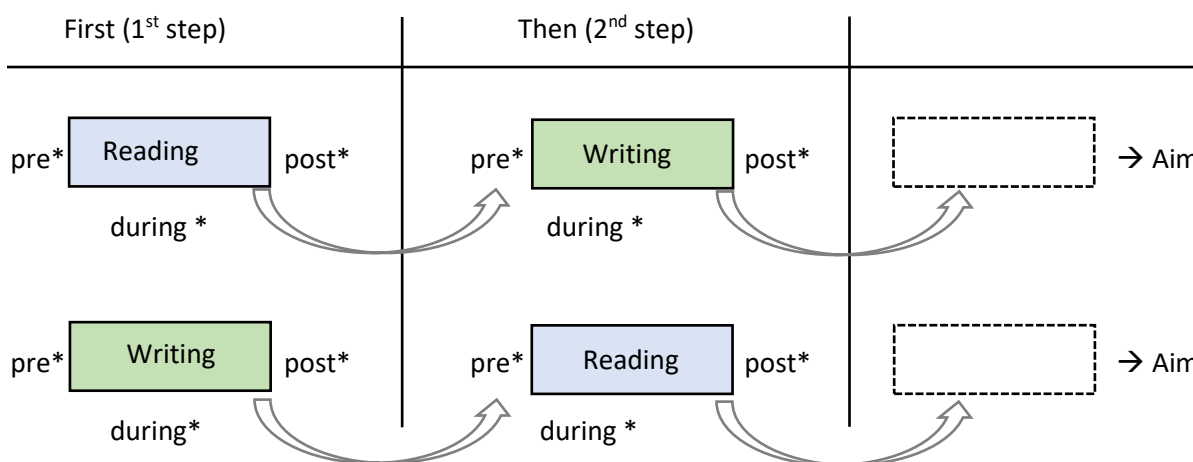


Fig. 1: Open order of reading and writing activities

In this manner, interactions between reading and writing serve the integrative promotion of literacy skills, which in vocational education have not yet been considered or researched. This project focusses on general education and professional classes with the goal of promoting general and professional reading and writing skills of VET students. The implementation of the concept takes into account the context and the differences in the vocational education systems across European countries (Germany, Estonia, Poland and Romania).

Note: The reading-writing-scenario initiates a step-by-step process of action-oriented problem-solving activities in which different phases of reading and writing are meaningfully interrelated (reading as a pre-writing activity, writing as a pre- or during reading activity (e.g. taking notes/brainstorming); writing as a during or post reading activity (e.g. writing excerpts/short summaries) etc.).

Writing

The following chapter gives an insight to the main approaches of writing promotion in VET schools. It embeds writing as a process for problem solving within reading-writing-scenarios. It shows how reading and writing are interacting in way that both competences support the development of one another. Beyond that, it gives examples of short exercises that scaffold writing by building the necessary linguistic skills.

Concerning the research of writing competences and writing support in VET, there are some studies that explore students' writing abilities (Wyss Kolb, 1995; Müller, 2003; Fleuchhaus, 2004; Efig, 2008; Neumann & Giera, 2018), and these studies infer concepts of writing support. Moreover, there are studies, which develop and implement concepts of writing support and then evaluate the effects of these same concepts (Hoefele & Konstantinidou, 2016, 136-163). For the part of writing in the Erasmus project, we mainly refer to the research in scenario-based, process-oriented writing in VET schools (Hoefele & Konstantinidou, 2016). Writing ability is defined in this project – process- and product-oriented – as the ability to organise writing as well as to write and to revise a text's content, structure and language in such a way that it fulfils its social-communicative function. (ibid, 148-149). This functional, pragmatic dimension of writing is particularly noticeable in learning scenarios, in which writing takes place in real-life situations and address specific persons (scenario-based-approach).



Different text types create different demands for writing (Hoefele & Konstantinidou, in preparation). Therefore, it is important to determine the relevant text types within the framework of the Erasmus project according to VET students' needs and according to the standards of the writing curricula in VET schools in the participating countries. Fundamental text types, which have been determined, are the following: descriptive texts (e.g. a description of machine, circumstantial facts or process), informative/instructive texts (e.g. a user manual) and persuasive, argumentative texts (e.g. an offer and/or quote, a letter of complaint, etc.).

The concept of integrated reading and writing support in vocational education is based – especially for the writing part – on the following three fundamental principles:

1. Scenario-based (reading and) writing
2. Process-oriented writing
3. Language support (Scaffolding)

1. A **scenario** is a description of a real or working life situation that is likely to occur (see also Guidelines). The tasks resulting from a scenario are authentic and relevant for VET students' every day and working life. From the scenario a problem arises that has to be solved by the students. Thus, scenarios generate thinking, problem-solving processes (Piepho, 2003, 42) and demand VET students' engagement in accomplishing, among others, reading and writing tasks. Within a scenario, reading and writing tasks are related to each other and can be seen as problem solving, social communicative acts.

This concept refers to the approach adopted by the CEFR Common European Framework of Reference for Languages: Learning, Teaching, Assessment (council of Europe 2001, 9); it views writers – and in general users of language – as 'social agents', i.e. "members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action." (ibid.) "While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning." The CEFR approach considers "the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent." In this way the starting point are situations or scenarios relevant to real or working life (see Anderson & Reder, 1964, Lave & Wenger, 1991), through which writing is experienced as a problem solving, social communicative act (Becker-Mrotzek & Böttcher 2015, 9-20). It is meant for an addressee whose perspective is taken into account (Becker-Mrotzek et al., 2014, 23) so that the text achieves the intended effect. Writing can thus be seen as a construction of meaning and significance in which linguistic, social, and cultural norms are taken into account.

2. We understand writing as a process. The **process-oriented writing** is quite relevant; it is characterised by "breaking down" the writing into smaller

- pre-writing,
- writing and
- post-writing units

so that by preparing content knowledge, linguistic and communication tasks may be solved successively in different writing stages (Becker-Mrotzek & Böttcher, 2012, 19). This helps students master the multitude of tasks inherent in writing and offers teachers the opportunity to better diagnose deficits and focus on the missing knowledge and skills concerning content, text types and language. At the same time, reading a text before writing (reading to write) allows students to activate prior knowledge, "scaffold" (Gibbons, 2015) the writing process, raise awareness about vocabulary, text knowledge and language skills for writing.



The process approach goes back to cognitive models of writing, initiated by Hayes & Flower (1980), Flower & Hayes (1980; 1981), Bereiter & Scardamalia (1987), and others, that view writing as a series of cognitive activities such as idea generation, structuring ideas, planning, proposing ideas, and translating ideas into word strings. This approach placed a strong emphasis on problem-solving activities and writing strategies. Several new elements have been absorbed into the process approach, the most important being peer feedback, collaborative writing and reflective techniques (Pritchard/Honeycutt, 2006; Ruhmann/Kruse, 2014).

Accordingly, the promotion of writing takes place through semi-real, authentic scenarios, in which (reading and) writing is understood as a means to solving a problem. Thereby the process is reflected step-by-step by the students so that writing is experienced as the process of pre-writing, writing and post-writing phases with (peer) feedback. It is important that VET students consider their first written product merely as a draft. A draft needs revision, and this requires re-reading by the author, peer feedback or feedback from an expert/teacher. Feedback (peer feedback as well) is an essential element of process-oriented writing (Rijlaarsdam & Braaksma, 2008; Harris & Graham, 1996). Studies have shown that peer feedback can be very effective and beneficial not only for the author, but also for the person providing the feedback (Rijlaarsdam et al., 2008; Harris & Graham, 1996). It is recommended to instruct peer feedback for VET students especially for those with less practice (Hoefele & Konstantinidou 2016, 138) and focus on specific aspects than to general text feedback. Feedback can refer to content, to text structure or to language features *ibid.*).

The main recurring elements in the process-oriented writing approach are:

- Presenting the scenario
- Generating and structuring ideas
- Providing materials to solve the problems, e.g., preparatory reading texts
- Initiating reflection on vocabulary, text structures, linguistic means
- Integration of 'focus on language' exercises into the writing process, which raise awareness of language skills and their importance for the subsequent writing or prewriting phase
- Draft writing
- Peer and/or teacher feedback with subsequent revision
- Writing the final version

3. The shift to process-oriented writing has resulted in an increased reluctance towards **teaching of language** in the writing class. In cognitive process models (in the tradition of Hayes/Flower, 1980), linguistic activity is viewed as a means of translating thought into text but not as a part of thinking, idea generation and meaning making. As a result, language support has almost disappeared from the teaching of writing. Recently, it has become clear that language instruction has to find its way back into the teaching of writing (Steinhoff, 2007; Pohl, 2007; Locke, 2010; Myhill, 2010; 2012; Feilke, 2012; 2014; Anson, 2014). In the case of VET schools, this seems to be quite relevant as students with heterogeneous linguistic backgrounds may lack the essential linguistic resources for writing tasks. Materials like *reading assignments* to prepare writing tasks are very useful to instruct VET students on the writing processes/routines, which also include vocabulary, linguistic forms and rhetorical elements.

Additionally, linguistic resources are activated and constructed through short focus-on-language exercises, which are necessary to complete the writing task. These short exercises (using chunks for text procedures, providing examples to prove understanding, synonym exercises, etc.) are integrated in the reading/writing scenarios so that their meaning is understood and utilized in their communicative pragmatic function (137–147; Hoefele et al. in preparation). This focus-on-language approach in writing is especially suitable for VET



schools, where native speakers with serious difficulties in reading and writing can also be found (Efing, 2008; Schiesser & Nodari, 2005; Müller, 2003). These same students would benefit from this approach (Hoefele & Konstantinidou, 2016, 136).

Questions to reflect

- Which concepts and strategies support reading comprehension?
- How can linguistic resources be developed through reading?
- How can editing reading texts support writing?
- How can writing support the reading of texts?
- Which reading/writing strategies can support reading?
- Which reading/writing strategies can support writing?
- Give examples of pre-, during- and post-reading activities!
- Give examples of pre-, during- and post-writing activities!
- In which phases can reading support writing?
- In which phases can writing support reading?
- How can linguistic resources be developed through writing?
- What is process-oriented writing?
- What is the purpose of peer-/expert- feedback?
- Which writing phase is peer-/expert- feedback a part of?
- What role does the learning scenario play in integrated read/write support?

The Framework model

The present framework provides teachers with support in promoting the reading and writing processes of students in vocational education and training. It is equally aimed at both language and non-language teachers. The framework model is divided into processes and factors. The processes include the planning and teaching steps. The factors are assigned to them and shown in the graphic in boxes.

The process begins with clarifying the professional and linguistic objectives. To this end, country-specific educational requirements such as educational plans and examination requirements and group-specific criteria such as the competence and language level of the students are analysed. Based on this, an appropriate, professionally anchored scenario is designed and developed for the lessons. This also takes into account the texts to be edited or the texts to be compiled, by clarifying which text frame, such as description, guidance, argumentation is focussed on and how these must be taken into account. The chosen frame depends mainly on educational requirements and the respective professional field of usual work processes. In addition, it is necessary to clarify which linguistic focus is set in the scenario, i.e. whether vocabulary/technical jargon, sentence formation, text comprehension, text types are at the forefront of linguistic learning. The linguistic focus can only be made meaningful if information about the competence and language level of the respective learning group is available and thus necessary linguistic needs can be determined.

In the scenario, reading and writing are always integrated into a job or task related action and are therefore not an end in themselves; rather, reading and writing support the (professional) learning processes. In the





great majority of cases, students are reading to write, but writing to read is also done occasionally. However, this distinction does not play a decisive role in the practical preparation and implementation of teaching skills.

A scenario always includes reading and writing tasks, but they can be weighted very differently. Particularly in the case of writing tasks, great differences are possible depending on the type of education and the occupation. While simple manual trades can be a challenge to complete an activity protocol at the outset, there are professions in which very complex reports and letters are written, especially in the economic and administrative sector. It is the pedagogic responsibility of the teacher to decide which difficulty level the writing task is at and which writing task seems realistic for the respective profession.

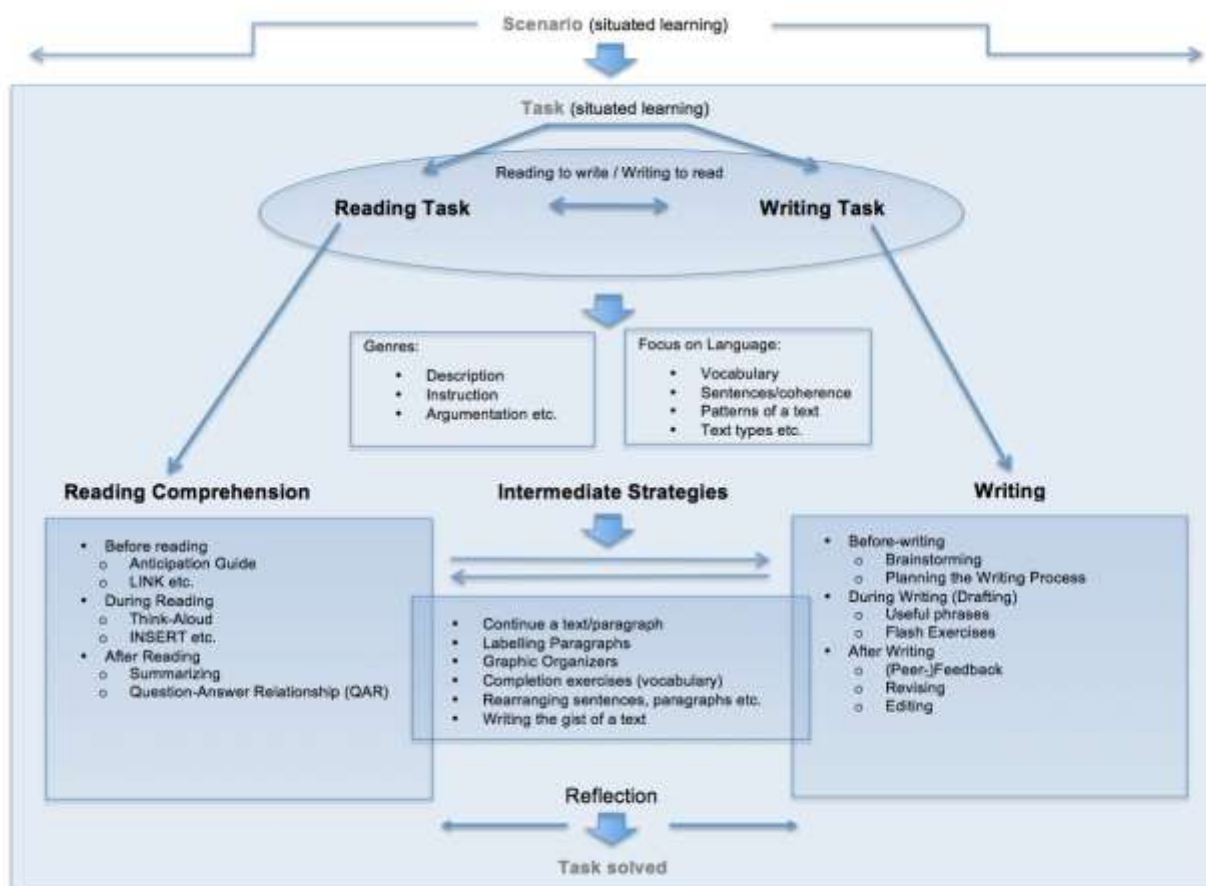
The use of scenarios can be attributed to the large field of action-oriented teaching. This approach is heterogeneous disseminated in European education systems, the use of scenarios should ensure that students are not overwhelmed. This is true especially if both scenarios, as well as reading and writing support for students, are largely unknown. In this case, it is advisable to introduce the three elements individually until the students have a certain degree of security (Vygotsky, Zone of proximal development). When students have reached this stage in the three elements, complete scenarios can be used for the purposes of this framework in the classroom.

It is also recommended to start with small, easily implementable strategies for the reading and writing strategies. With regard to these strategies, there are those who promote both reading and writing simultaneously. Such strategies are shown in the graphic in the middle box between reading and writing strategies. These strategies include, for example, completing sentences or sections, defining subheadings, defining terms, etc.

In the box “Reading Comprehension” on the left is a list of suitable reading strategies, in the box “Writing” on the right a list of very useful writing strategies. The box in the middle “Intermediate Strategies” represents strategies which are focussing on reading and writing. All three boxes serve as a quarry for possible strategies which can be used in scenarios. The strategies mentioned there can be extended as desired.

An essential point of the framework model is reflection, which completes the learning cycle. Reflection refers to both the learning process, and the quality of the written product(s) which represent the solution to the problem/ task posed at the start of the scenario-based learning. Reflection may be supported by feedback on the product or the process received from either the teacher or peers. For feedback to be effective, it is best provided using clear and agreed criteria.

The following figure represents and summarizes the entire chapter on integrated reading and writing support. It also gives an overview of the most important factors and processes, which should be considered when it comes to reading and writing support in classroom.



Model of Integrated Reading and Writing Support

Note: Implementation experience shows that the proposed teaching approach is challenging for many teachers in countries where scenario-based and action-oriented teaching is not so well known. This is mainly related to the changed role of the teacher in scenario-based teaching and learning. In addition, subject knowledge teachers are faced with a completely new task unrelated to their subject, namely the promotion of reading and writing. For this reason, it is advisable to deal in depth with the theoretical principles and concepts presented in the framework, whether in teacher training or in peer working groups.



References

- Anderson, J. R., Reder, L. M. & H. A. Simon (1996). Situated Learning and Education. *Educational Researcher*, 25(4), 5–11.
- Anson, Ch. M. (2014). Writing, language, and literacy. In: Tate, G., Rupiper Taggart, A., Schick, K. & H. B. Hessler (Eds.) *A guide to composition pedagogies*. New York: Oxford University Press, 3–26.
- Austin, John L. (1962). *How to do things with words*. Oxford: Clarend Press.
- Basic Curriculum for Teachers' In-Service Training in Content Area Literacy in Secondary Schools. Workbook for Teachers. Köln 2012.
- Baurmann, J. & T. Pohl (2011). Schreiben – Texte verfassen. In: Bremerich-Vos, A., Granzer, D., Behrens, U. & O. Köller (Eds.) *Bildungsstandards für die Grundschule. Deutsch konkret*. (3rd ed.). Berlin: Cornelsen.
- Beck, I. L., McKeown, M. G. & L. Kucan (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.
- Becker, A. (2006). A Review of Writing Model Research Based on Cognitive Processes. In A. Horning & A. Becker (Hrsg.), *Revision Theory, History and Practice* (25-49). West Lafayette, Indiana: Parlorpress.
- Becker-Mrotzek, M., Kusch, E. & B. Wehnert (2006). Leseförderung in der Berufsbildung. *Kölner Beiträge zur Sprachdidaktik, Heft 2*. Duisburg: Gilles & Franke.
- Becker-Mrotzek, M. & K. Schindler (2007). Schreibkompetenz modellieren. In: Becker-Mrotzek, M. & K. Schindler (Eds.) *Texte schreiben*. Duisburg: Gilles & Franke, 7–26.
- Becker-Mrotzek, M. & I. Böttcher (2012). *Schreibkompetenz entwickeln und beurteilen*. 4. Auflage. Berlin: Cornelsen Verlag.
- Becker-Mrotzek, M. (2014). Schreibkompetenz. In: J. Garbowski (Ed.) *Sinn und Unsinn von Kompetenzen. Fähigkeitskonzepte im Bereich von Sprache, Medien und Kultur*. Leverkusen: Barbara Budrich, 51-71.
- Becker-Mrotzek, M., Grabowski, J., Jost, J., Knopp, M. & M. Linnemann (2014). Adressatenorientierung und Kohärenzherstellung im Text. Zum Zusammenhang kognitiver und sprachlich realisierter Teilkomponenten von Schreibkompetenz. *Didaktik Deutsch*, 37/2014, 21–43.
- Becker-Mrotzek, M. (2014). Bildungsstandards und Schreibaufgaben. In: Feilke, H. & T. Pohl (Eds.) *Schriftlicher Sprachgebrauch – Texte verfassen*. Hohengehren: Schneider, 501–513.
- Becker-Mrotzek, M. & I. Böttcher (2015). *Schreibkompetenz entwickeln und beurteilen*. Berlin: Cornelsen Scriptor.
- Bereiter, C. (1980). Development in Writing. In: Gregg, L. W. & R. E. Steinberg (Eds.) *Cognitive Processes in Writing*. Hillsdale, NJ: Erlbaum, 73–93.
- Bereiter, C. & M. Scardamalia (1987). *The Psychology of Written Composition*. Hillsdale, NJ: Erlbaum.
- Block, C. C. & G. G. Duffy (2008). Research on Teaching Comprehension. Where We've Been and Where We're Going, in Block, C. C. & S. R. Parris (Eds.) *Comprehension Instruction: Research-Based Best Practices, Second Edition*, Guilford Publications.
- Buehl, D. (2001). Classroom strategies for interactive learning, (2nd ed.), International Reading Association, Newark.



Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge et al: Cambridge University Press.

Dymock, S. (2005). Teaching expository text structure awareness. *The Reading Teacher*, 59(2), 177-182.

Efing, C. (2008). „Aber was halt schon schwer war, war, wo wir es selber schreiben sollten.“ Defizite und Förderbedarf in der Schreibkompetenz hessischer Berufsschüler. In: Jakobs, E.-M. & K. Lehnen (Eds.) *Berufliches Schreiben. Ausbildung, Training, Coaching*. Frankfurt/M.: Peter Lang, 17–34.

Efing, C. (2006): „Viele sind nicht in der Lage, diese schwarzen Symbole da lebendig zu machen.“ - Befunde empirischer Erhebungen zu Sprachkompetenz hessischer Berufsschüler. In: Efing, C. & N. Janich (Eds.) *Förderung der berufsbezogenen Sprachkompetenz. Befunde und Perspektiven*. Paderborn: Eusl-Verlagsgesellschaft, 34–68.

Efing, C. (2013). Editorial: Sprache und Kommunikation in der beruflichen Bildung. Anforderungen an die Kompetenzen, die Diagnose und die Förderung. In: Efing, C. (Ed.) *bwp@ Spezial 6 – Hochschultage Berufliche Bildung 2013, Fachtagung 18*, 1-6. [Online] http://www.bwpat.de/ht2013/ft18/editorial_ft18-ht2013.pdf (accessed 19/10/2016).

Emig, J. (1971). *The Composing Process of Twelfth Graders*. Urbana (IL): NCTE.

Europäische Union (2018). COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning. [Online] [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) (accessed 20/08/2018)

Feilke, H. (2014). Begriff und Bedingungen literaler Kompetenz. In: Feilke, H. & T. Pohl (Eds.) *Schriftlicher Sprachgebrauch – Texte verfassen*. Hohengehren: Schneider, 33–53.

Feilke, H. (2014). Argumente für eine Didaktik der Textprozeduren. In: Bachmann, T. & H. Feilke (Eds.) *Werkzeuge des Schreibens. Beiträge zu einer Didaktik der Textprozeduren*. Stuttgart: Fillibach bei Klett, 11–34.

Feilke, H. (2012): Was sind Textroutinen? Zur Theorie und Methodik des Forschungsfeldes. In: Feilke, H. & K. Lehnen (Eds.) *Schreib- und Textroutinen. Theorie, Erwerb und didaktisch-mediale Modellierung*. Frankfurt/M. et al.: Peter Lang, 1–31.

Fitzgerald, J. & T. Shanahan (2000). Reading and Writing Relations and Their Development. *Educational Psychologist*, 35, 39–50.

Fleuchaus, I. (2004). *Kommunikative Kompetenzen von Auszubildenden in der beruflichen Ausbildung. Ausprägungen, Förderung und Relevanz im Urteil von Ausbildern, Lehrern und Auszubildenden*. Dissertation. Hamburg: Dr. Kovač.

Flower, L. & J. R. Hayes (1980). The dynamics of composing: Making plans and juggling constraints. In: Gregg, L. W. & E. R. Steinberg (Eds.) *Cognitive processes in writing*. Erlbaum: Hillsdale NJ, 31–50.

Flower, L. & J. R. Hayes (1981): A cognitive process theory of writing. *College Composition and Communication* 32, 365–387.

Freyer, D. A., & H. G. Klausmeier (1969). A schema for testing the level of concept mastery, *Technical Report #16*. The University of Wisconsin.

Gibbons, P. (2015). *Scaffolding Language, scaffolding Learning. Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth: Heinemann.



- Glaser, C., Keßler, C. & J. C. Brunstein (2009). Förderung selbstregulierten Schreibens bei Viertklässlern. Effekte auf strategiebezogene, holistische und subjektive Aspekte der Schreibkompetenz. *Zeitschrift für Pädagogische Psychologie*, 23(1), 5-18.
- Glaser, C. (2004). Förderung der Schreibkompetenz bei Grundschulern: Effekte einer integrierten Vermittlung kognitiver Schreibstrategien und selbstregulatorischer Fertigkeiten. Unveröffentlichte Dissertation zur Erlangung des Grades Dr. Phil., Humanwissenschaftliche Fakultät der Universität Potsdam, Potsdam. [Online] <https://publishup.uni-potsdam.de/files/205/GLASER.PDF> (accessed 19/10/2016).
- Grabowski, J., Becker-Mrotzek, M., Knopp, M., Jost, J. & C. Weinzierl. (2014). Comparing and Combining Different Approaches to the Assessment of Text Quality. In: Knorr, D., Heine, C. & J. Engberg (Eds.) *Methods in Writing Process Research*. Frankfurt/M.: Peter Lang, 147–165.
- Graham, S., McKeown, D., Kihara, S. & K. R. Harris (2012). A Meta-Analysis of Writing Instruction for Students in the Elementary Grades. *Journal of Educational Psychology*, No Pagination Specified.
- Graham, S. & M. Hebert (2010). *Writing to Read. Evidence for How Writing Can Improve Reading*. New York: Carnegie Corporation.
- Graham, S. & D. Perin (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. New York: Carnegie Corporation.
- Graham, S., Harris, K. R. & L. Mason (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy development. *Contemporary Educational Psychology*, 30, 207–241.
- Gunning, T. G. (2003). *Building Literacy in the Content Areas*, Pearson Education
- Harris, K. R. / Graham, S. (1996). *Making the writing process work. Strategies for composition and selfregulation*. 2. Aufl. Cambridge Mass.: Brookline Books Inc.
- Hatti, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. London: Routledge.
- Hayes, J. R. & L. Flower (1980). Writing as problem solving. *Visible Language*, 14, 288–299.
- Heinemann, W. & D. Viehweger (1991). *Textlinguistik. Eine Einführung* (=Reihe Germanistische Linguistik 115). Tübingen: Niemeyer.
- Herber, H. (1978). *Teaching reading in the content areas*. (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Hidi, S. & P. Boscolo (2006). Motivation and Writing. In: Charle A., MacArthur, Graham, S. & J. Fitzgerald (Eds.) *Handbook of Writing Research*. New York: Guilford, 144-157.
- Hirsch, E. D. (2003). Reading comprehension requires knowledge – of words and the world: Scientific insights into the fourth-grade slump and the nation's stagnant comprehension scores. *American Educator*, 10 (13), 16-29.
- Hoefele, J., Konstantinidou, L. & C. Weber (2017): Zweitsprachendidaktische Konzepte in der Förderung der allgemeinen Schreibkompetenz an Berufsfachschulen. In: Ebing, C. & K.-H. Kiefer (Eds.) *Sprachbezogene Curricula und Aufgaben in der beruflichen Bildung*. Frankfurt/M.: Peter Lang.
- Hoefele, J. & L. Konstantinidou (2016). Förderung der allgemeinen Schreibkompetenz an Berufsfachschulen: Prozessorientierte Schreibdidaktik zwischen Deutsch als Mutter- (DaM) und Zweitsprache (DaZ). In: Kreyer, R.,



- Güldenring, B. & S. Schaub (Eds.) *Angewandte Linguistik in Schule und Hochschule. Neue Wege für Sprachunterricht und Ausbildung*. Frankfurt/M.: Peter Lang.
- Hoefele, J. & L. Konstantinidou (in preparation). Förderung der allgemeinen Schreibkompetenz im Bereich der beruflichen Bildung. In: Efing, C. & K.-H. Kiefer (Eds.) *Sprache und Kommunikation in der beruflichen Aus- und Weiterbildung. Ein interdisziplinäres Handbuch*. Tübingen: Narr.
- Hoffman, J. (1992). Critical Reading/Thinking Across the Curriculum: Using I-Charts to Support Learning. *Language Arts*, 69(2), 121-127.
- International Literacy Association (2017). Literacy Leadership Brief., Second-Language Learners' Vocabulary and Oral Language Development, [Online] https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-second-language-learners-vocabulary-oral-language.pdf?sfvrsn=67f9a58e_6 (accessed 18/02/2018).
- Kaiser, A., Kaiser, R., Lambert, A. & K. Hohenstein (Eds.) (2015): *Lernerfolg steigern, Metakognitiv fundiertes Lernen in der Grundbildung*. Bielefeld: W. Bertelsmann.
- Kim, J., Hemphill, L., Troyer, M., Jones, S., LaRusso, M., Kim, H., Donovan, S., & C. Snow (2016). *The experimental effects of the Strategic Adolescent Reading Intervention (STARI) on a scenarios-based reading comprehension assessment*. Society for Research on Educational Effectiveness (SREE).
- Konstantinidou, L., Hoefele, J. & O. Kruse (2016). Assessing writing in vocational education and training schools: Results from an intervention study. In: Göpferich, S. & I. Neumann (Eds.) *Developing and Assessing Academic and Professional Writing Skills*. Frankfurt/M.: Lang, 73–101.
- Lee, C.D., & A. Spratley (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York.
- Locke, T. (2010). *Beyond the grammar wars. A resource for teachers and students on developing language knowledge in the English Literacy classroom*. New York: Routledge.
- Medina, C. (Ed.) (2008). *Successful Strategies for Reading in the Content Areas* (2nd ed.) Secondary. Huntington Beach: Shell Education.
- Müller, A. (2003). *Deutsch als Zweitsprache in der Berufsausbildung. Sprachsoziologische Überlegungen, pädagogische Positionen und drei Bausteine zur Sprachförderung*. Berlin: Artà.
- Myhill, D.(2010). Ways of Knowing. Grammar as a Tool for Developing Writing. In: Locke, T. (Ed.) *Beyond the grammar wars. A resource for teachers and students on developing language knowledge in the English Literacy classroom*. New York: Routledge, 129–148.
- Myhill, D. (2012). The ordeal of deliberate choice. Metalinguistic development in secondary writers. In: Berninger, V. W. (Ed.) *Past, Present, and future contributions of cognitive writing research to cognitive psychology*. Psychology Press: New York, 247–273.
- Neumann, A. & W.-K. Giera (in preparation). Diagnose von Schreibkompetenz im Bereich der beruflichen Bildung. In: Efing, C. & K.-H. Kiefer (Ed.) *Sprache und Kommunikation in der beruflichen Aus- und Weiterbildung. Ein interdisziplinäres Handbuch*. Tübingen: Narr.
- Nodari, C. (2002). Was heisst eigentlich Sprachkompetenz? In: Schweizerisches Institut für Berufspädagogik (Ed.) *Barriere Sprachkompetenz. Dokumentation zur Impulstagung vom 2. November 2001 im Volkshaus Zürich*. SIBP: Zollikofen, 9–14.



- Nurkholis & Petrick, S. (2014). "Yes, I can!" – The potential of action-oriented teaching for enhanced learner-centered education in Indonesian vocational schools. *TVET@Asia* 3, 1-18. [Online] http://www.tvet-online.asia/issue3/nurkholis_petrick_tv3.pdf (accessed 30/06/2014)
- OECD (2016). PISA 2018 Reading Literacy Framework. [Online] <https://www.oecd.org/pisa/pisaproducts/PISA-2018-draft-frameworks.pdf> (accessed 18/12/2016)
- Ogle, D. M. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 39, 564-570.
- Olson, D. (1996). Language and Literacy: What writing does to language and mind. *Annual Review of Applied Linguistics*, 16, 3-13.
- Philipp, M. (2012). *Besser lesen und schreiben. Wie Schüler effektiver mit Sachtexten umgehen lernen*. Stuttgart: Kohlhammer.
- Philipp, M. (2013). *Lese- und Schreibunterricht*. Tübingen & Basel: A. Francke.
- Philipp, M. (2015). *Grundlagen der effektiven Schreibdidaktik und des systematischen schulischen Schreibförderung* (3rd ed.). Baltmannsweiler: Schneider Verlag Hohengehren.
- Piepho, H.-E. (2003). *Lerneraktivierung im Fremdsprachenunterricht: „Szenarien“ in Theorie und Praxis*. Braunschweig: Schroedel.
- Pohl, T. (2007). *Studien zur Ontogenese wissenschaftlichen Schreibens*. Niemeyer: Tübingen.
- Pressley, M. & I. W. Gaskins (2006). Metacognitively competent reading comprehension is constructively responsive reading: how can such reading be developed in students? *Metacognition Learning*, 1 (1), 99–113.
- Pritchard, Ruie J. & R. L. Honeycutt (2006). The process approach to writing instruction. In: MacArthur, C., Graham, S. & J. Fitzgerald (Eds.) *Handbook of Writing Research*. New York et al.: The Guilford Press, 275-291.
- Rijlaarsdam, G., Braaksma, M., Couzijn, M., Janssen, T., Raedts, M., Van Steendam, E., ... H. van den Bergh (2008). Observation of peers in learning to write. Practise and research. *Journal of Writing Research*, 1(1), 53–83.
- Rijlaarsdam, G. & M. Braaksma (2008). Die Sache mit den ‚Schlemmy‘-Riegeln. Beobachtendes Lernen: Ein Beispiel aus der Unterrichtspraxis. *Fremdsprache Deutsch. Zeitschrift für die Praxis des Deutschunterrichts* Textkompetenz, 39, 23–27.
- Rosebrock, C. & Nix, D. (2008). *Grundlagen der Lesedidaktik und der systematischen schulischen Leseförderung*. 3., überarbeitete Auflage. Baltmannsweiler: Schneider Hohengehren.
- Ruhmann, G. & O. Kruse (2014). Prozessorientierte Schreibdidaktik: Grundlagen, Arbeitsformen, Perspektiven. In: Dreyfurst, S. & N. Sennewald (Eds.) *Schreiben. Grundlagentexte zur Theorie, Didaktik, und Beratung*. Opladen: Barbara Budrich, 15-34.
- Schneider, H. Becker-Mrotzek, M., Sturm, A., Jambor-Fahlen, S., Neugebauer, U., Efinger, C. & N. Kernen (2013). Expertise. *Wirksamkeit von Sprachförderung*. Zürich: Bildungsdirektion.
- Schoenbach, R., Greenleaf, C., Cziko, C., & L. Hurwitz (1999). *Reading for understanding: A guide to improving reading in middle and high school classrooms*. San Francisco, CA: Jossey-Bass.
- Schwartz R. M. & T. E. Raphael (1985) Concept of Definition: A Key to Improving Students' Vocabulary. *The Reading Teacher*, 39, 198-205.





- Sedita, J. (2005). Effective vocabulary instruction. *Insights on Learning Disabilities*, 2(1), 33-45.
- Stahl, S. A. (2003). *How words are learned incrementally over multiple exposures*. American Educator, Spring 2003.
- Steinhoff, T. (2007). *Wissenschaftliche Textkompetenz*. Niemeyer: Tübingen.
- Sturm, A.; Schneider, H. & M. Philipp (2013): *Schreibförderung an QUIMSSchulen*. Grundlagen und Empfehlungen zur Weiterentwicklung des Programms. Aarau: Pädagogische Hochschule FHNW, Zentrum Lesen.
- Vaughn, J.L. & T. H. Estes (1986). *Reading and Reasoning Beyond the Primary Grades*. Boston: Allyn & Bacon.
- Wild K-P. & E. Klein-Allermann (1995): Nicht alle lernen auf die gleiche Weise... individuelle Lernstrategien und Hochschulunterricht. In: Behrendt, B. (Ed): *Handbuch Hochschullehre*. Bonn: Raabe Verlag.
- Wood, K. D. (1988). Guiding students through information text. *The Reading Teacher*, 41, 912-920.
- Wyss Kolb, M. (2002). Zu den Schreibkompetenzen von Berufsschülerinnen und Berufsschülern. In: Josting, Petra & A. Peyer (Ed.) *Deutschdidaktik und berufliche Bildung*. Baltmannsweiler: Schneider, 79–91.
- Wyss Kolb, M. (1995). *Was und wie Lehrlinge schreiben. Eine Analyse von Schreibgewohnheiten und von ausgewählten formalen Merkmalen in Aufsätzen*. Aarau: Sauerländer.



Chapter 3. Needs analysis & evaluation instruments

Introduction

What is the purpose of the needs analysis & evaluation instruments?

Chapter 3 contains three sub products: sub product 1 *questionnaires* (print/online) for VET students (primary target group) and VET teachers (secondary target group), sub product 2 *guideline-based interview* with secondary target group, sub product 3 *tools for easy evaluation* of sub products 1 and 2. Furthermore, it includes the needs analysis, which was conducted at the beginning of the project in order to identify the genres used in Vocational Education and Training among the partner countries and professions. A report on the need analysis can be found in the handbook.

The instruments (questionnaires and guideline-based interview) and tools for the analysis of the collected data were used for the evaluation of the teaching approach in each of the participating countries. The instruments were implemented before, immediately after and four months after the teaching with the approach and the materials proposed by the project team (pre-, post- and follow-up measures). The evaluation study has a goal to deliver results about the impact and use of the approach in the partner countries (cases). A comparison among the countries is not subject of the investigation.

The developed students' questionnaire (sub product 1a) was implemented for the assessment of background information about the primary target group (e.g. sex, age, apprenticeship, migration and linguistic migration background) as well as VET students' reading and writing behaviors. Beyond this, it was used for the self-evaluation of students' reading and writing skills before, immediately after and four months after the intervention.

The teachers' questionnaire (sub product 1b) gathers background information about the secondary target group (e.g. sex, age, teaching experience). It also assesses teachers' confidence with reading and writing teaching methods and approaches as well as their opinion regarding the importance of reading and writing skills in VET. Finally, it invites teachers to estimate the classroom's reading and writing skills at the beginning of the school year.

Teachers' estimations about the impact of the teaching approach on the students' reading and writing skills were gained through guideline-based interviews. The guideline (sub product 2) includes a description of the interview procedure for the project manager and a list of questions referring to teachers' views about and experiences with the approach, teachers' views about the material provided by the project team as well as their need for further support.

The illustration on the following page describes the process within the evaluation study (design) and the use of the evaluation instruments during the project's time frame.

Who could use the needs analysis & evaluation instruments?

As mentioned above, the needs analysis was conducted and the evaluation instruments were developed for research purposes. However, teachers, who would like to get more information about their students in terms of either their reading and writing behaviors or their self-assessed reading and writing skills, can use the questionnaire to obtain useful information for lesson planning. Some partner countries reported that the Common European Framework of Reference for Languages (CEFR), which was adapted for the project





purposes and used for the students' self-assessment and teachers' estimation of the reading and writing skills of the whole class, was a new approach for describing and evaluating language skills for an important number of teachers. The competence descriptors (items) used in the questionnaires contribute to a more reflective and differentiated estimation of students' reading and writing skills.

Note: It is not expected that teachers who implement the approach also conduct a need analysis or systematically evaluate the approach with the instruments described in this chapter.





Needs Analysis

(Identification of common genres among countries and professions for the intervention)

t1 (before the intervention)

StQ: Self-evaluation of reading and writing skills; background information; reading and writing behaviors

Intervention

Scenario-based teaching of reading and writing in VET

t2 (after the intervention)

StQ: Self-evaluation of reading and writing skills; background information; reading and writing behaviors

TcQ: Evaluation of classrooms' reading and writing skills; background information; attitudes towards reading and writing

Tcl: Evaluation of the teaching approach (experiences, challenges, effectiveness, benefits); evaluation of the provided project material

t3 (3 months after the intervention)

StQ: Self-evaluation of reading and writing skills; background information; reading and writing behaviors

Tcl: Sustainability (further work and experiences with the teaching approach; benefits); need for further support

t: Time

StQ: Student Questionnaire

TcQ: Teacher Questionnaire

Tcl: Teacher Interview

Study Design and Instruments

How are the needs analysis & evaluation instruments related to other project outputs?

Output 3 Needs analysis & evaluation instruments" serves the collection of information about the students' reading and writing needs, behaviors and skills. This information, together with the teachers' views and



assessed with the developed instruments, allows the evaluation of the teaching approach described in the framework in each of the participating countries. The sub products of Output 3 are described in more detail below with details concerning their development, administration and practical implementation. [The results of the evaluation studies can be found below.](#)

Note: If teachers are willing to implement the scenario-based teaching approach of integrated reading and writing support, they might use the self-evaluation grid as a starting point for scenario development and lesson-planning. Some further elements of the questionnaire, e.g. reading and writing behaviors can also deliver relevant information about the reading and writing practices of the target group. Key questions for peer-discussions can be derived from the guideline for the interviews with teachers.

Sub product 1a: Students questionnaire

The students' questionnaire was administered online (unipark) by the Zurich University of Applied Sciences. For the translation of the original English version and the online implementation of the versions in the national languages national adaptation forms were used. In the national adaptation forms, partner countries could record changes made for the adaptation of the instrument to the countrys' VET context (e.g. elimination or addition of variables).

Regarding the content of the questionnaire, the items for the self-assessment of reading and writing skills are based on the descriptors of the CEFR self-assessment grid. For the questionnaire of the project, we derived single items from the general competence and level-related descriptors. If necessary, we simplified sentences or added examples in order to increase students's comprehension; we left out genres that are less relevant for VET students or added new genres. In addition, other than in CEFR the response options in the questionnaire of the project include a four point scale (strongly agree- agree – disagree- strongly disagree). Assignments of the items/descriptors to the CEFR levels (A1-C2) are not visible for the participants.

W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, putting on arguments or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
---------------------------------	---------	---	--	--	---	--	---

Illustration 1 CEFR, Self-Assessment Grid – Writing Skills

Table 1 Examples of adapted items

I can fill in forms with personal details, for example entering my name, age and address on a prize competition.
I can write letters or e-mails highlighting the personal significance of events and experiences.



Sub product 1b Teachers Questionnaire

The teachers' questionnaires were administered by the national agencies. The translation to the national languages demanded again adaptations to each educational context. Countries handled the administration of the questionnaire differently. While some countries created online versions, others preferred a paper form. Following table gives an overview of the administration of the teachers' questionnaire in each partner country:

Table 2 Administration of the Teachers Questionnaire

Country	Form	Tool
Estonia		
Germany	paper	–
Polen	paper	–
Romania	online	google forms

Sub product 2: Guideline-based interview with secondary target group

In this project, the evaluation of students' reading and writing skills was based on self-assessment before, immediately after and four months after the intervention. Since researchers and teachers express their doubts about the value and accuracy of this technique and the self-evaluation competence of students (Ross, 2006), we decided to involve teachers in the evaluation of the impact of the teaching approach on the VET students' literacy skills and to collect qualitative data through a guideline-based interview with the secondary target group. The qualitative data should deliver not only estimations about the increase of the students' reading and writing competence, but also explanations about it. The interviews immediately after and four months after the intervention should give us the opportunity to discuss with the mediators (teachers) the strengths and weaknesses of the teaching approach: What worked well and why? Who could benefit? What further support is necessary for the everyday implementation of the approach in the classroom?

Partner countries received concrete instructions for the conduct of the interviews as well as a list with possible questions (guideline). The qualitative analysis of the data was done with a grid developed by the project team (see below). Countries delivered then a report on the results in English language.

Sub product 3: Tools for easy evaluation of SP I and II

Data from the students' questionnaire were analyzed with R by the Zurich University of Applied Sciences. The software is a free environment for statistical computing and graphics. The descriptions and results of the analysis are included in the final report and in the handbook. The scripts developed for the analysis are available. For more information please contact the project manager: stefan.sigges@plrp.de





Data from the teachers' questionnaire were analysed by each partner countries. The results were summarized in English language by each country (see final report and handbook).

Furthermore, we developed a grid for the evaluation of the qualitative data analysis. The grid serves for data coding according following categories: (a) implementation (students' motivation; challenges; advantages and disadvantages); (b) quality of material (relevance of the scenarios for students; integration of reading and writing; quality of tasks and exercises); (c) effectiveness (benefits regarding students' reading and writing skills; autonomous learning); (d) Support (Evaluation of the support provided (guidelines, checklist) and need for further support). After coding the data by the means of this tool, partner countries wrote a report in English language to the attention of the project team. The results are included in the final report.

References

Ross, J.A. (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research, and Evaluation*, 11(10), 1-13.





Appendix

Sub product 1a Students Questionnaire

The student questionnaire is available online. The access is possible only with login. For a print version please contact the project coordinator: stefan.sigges@plrp.de



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

In this questionnaire you will find questions about your attitude in terms of reading and writing in school and in private context. The results of this survey will help your teacher to offer a better support for you and your class mates so that you can reach better marks and get a better job.

Please read each question carefully and answer as accurately as you can. In this questionnaire, you will normally answer by ticking a box. There are also a few questions where you will need to write a short response.

Please check your answers carefully before going to the next page. You cannot go back to previous pages to change your answers.

In this questionnaire, there are no right or wrong answers. Your answers should be the ones that are right for you. You may ask for help if you do not understand something or if you are not sure how to answer a question.

Your answers will be combined with others to make totals and averages in which no individual can be identified. All of your answers will be kept confidential.

Next





How much do you agree or disagree with the following statements about reading?

	Strongly agree	Agree	Disagree	Strongly disagree
I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read very short, simple texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters or e-mails.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand texts that consist mainly of high frequency everyday or job-related language (e.g. the introductory part of textbook addressing students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the description of events, feelings and wishes in personal letters or e-mails.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand contemporary literary prose (e.g. Subject literature, Novel, Report, Letter).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand long and complex factual and literary texts, appreciating distinctions of style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next



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

How much do you agree or disagree with the following statements about writing?

	Strongly agree	Agree	Disagree	Strongly disagree
I can write a short, simple postcard, for example sending holiday greetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write short, simple notes and messages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write a very simple personal letter, for example thanking someone for something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write simple connected text on topics which are familiar or of personal interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write personal letters or e-mails describing experiences and impressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write clear, detailed text on a wide range of subjects related to my interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write letters or e-mails highlighting the personal significance of events and experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can express myself in clear, well-structured text, expressing points of view at some length.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write clear, smoothly-flowing text in an appropriate style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write complex letters or e-mails, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can write summaries and reviews of professional or literary works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

How often do you read in <test language> inside school?

	Never or hardly ever	A few times per year	A few times per month	A few times per week	A few times per day
Internet? (for school purposes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers / Magazines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books / photocopies? (for school purposes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dictionaries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you read in <test language> outside school?

	Never or hardly ever	A few times per year	A few times per month	A few times per week	A few times per day
Internet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers / magazines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books / photocopies? (for school purposes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dictionaries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books / photocopies? (for private purposes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Official texts (e.g., Laws, business correspondence)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters, e-mails or postcards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On social media (e.g., Facebook, Twitter, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WhatsApp messages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next



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

How often do you write in <test language> inside school?

	Never or hardly ever	A few times per year	A few times per month	A few times per week	A few times per day
Summaries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters/E-mails?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Official texts (e.g., business correspondence, motivation letters)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In workbooks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanations / definitions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stories for yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In chats or forums?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blog entries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you write in <test language> outside school?

	Never or hardly ever	A few times per year	A few times per month	A few times per week	A few times per day
Emails?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SMSs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A personal diary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stories for yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Official texts (e.g., business correspondence, motivation letters)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in chats or forums?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blog entries?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On social media (e.g., Facebook, Twitter, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters or postcards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WhatsApp messages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next



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

ABOUT YOU

Are you a girl or a boy?

☐ Female ☐ Male

How old are you?

(Write a number in the space.)

I am years old.

Which career are you aiming for in the near future?

☐ A

☐ B

☐ C

☐ D

☐ other

Next





Sub product 1b Teachers Questionnaire





Integrated Reading and Writing Support in Vocational Education and Training

Teacher Questionnaire

Main Study





Thank you for taking part in the Erasmus plus project *Integrated Reading and Writing Support in Vocational Education*. With this questionnaire we would like to

- gather background information about the teachers that worked with the project concept and materials;
- learn more about the teachers' experiences within the project;
- get feedback about the impact of the project on the students' reading and writing skills.

All of your answers will be kept strictly confidential and never associated with your name.

Please fill in this questionnaire before you start working with scenarios in the classroom.





I. GENERAL

Q 1 What subject are you teaching for the majority of hours per week in this school during the current school year?

If you teach more than one subject for the same number of hours, please tick as many as appropriate

Language Arts (<Mother tongue, Foreign language>) ☐₁

Human Sciences/ Humanities (<History, Geography, Civics, Law, Economics, etc.>) ☐₂

Profession related subjects (<Accounting, Metal processing, Electro installation etc.>) ☐₃

Sciences (<Physics, Chemistry, Biology, Geography, etc.>), Earth sciences, etc.>) ☐₄

Mathematics ☐₅

Other (<Music, Art, Moral/Ethics, Physical education, Home economics, Personal and social development, etc.>) ☐₆

Q 2 How long have you been teaching altogether, including the current school year?

_____ year(s)



Q 3 How long have you been teaching altogether at a VET school, including the current school year?

_____ year(s)

Q 4 What is the highest level of education that you completed?
(*<Higher Education diploma, Teacher diploma, etc.>*)

Q 5 Are you female or male?

female

☐₁

male

☐₂

Q 6	How old are you?		
	Less than 25	<input type="checkbox"/> ₁	
	25 – 29	<input type="checkbox"/> ₂	
	30 – 39	<input type="checkbox"/> ₃	
	40 – 49	<input type="checkbox"/> ₄	
	50 – 59	<input type="checkbox"/> ₅	
	60 or over	<input type="checkbox"/> ₆	



YOUR EXPERIENCES

Q 7 How confident do you feel about using the following teaching methods and approaches?

Please tick only one box in each row.

	Very confident	Quite confident	Not very confident	Not confident at all	Not applicable
a) Scenario-based-learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Reading Strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Writing Strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Peer-Feedback	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Integration of reading and writing in profession related subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q 8 How much do you agree or disagree with the following statements?

Please tick only one box in each row.

	Strongly agree	Agree	Disagree	Strongly disagree
a) Reading skills are important for my students' <u>professional life</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Reading skills are important for my students' <u>professional education</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Reading skills are important for my students' <u>private life</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Reading skills are important for my students' <u>access to the labour market</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Reading skills are important for my students' <u>participation in the society</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



Q 9 How much do you agree or disagree with the following statements?

Please tick only one box in each row.

	Strongly agree	Agree	Disagree	Strongly disagree
a) Writing skills are important for my students' <u>professional life</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Writing skills are important for my students' <u>professional education</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Writing skills are important for my students' <u>private life</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Writing skills are important for my students' <u>access to the labour market</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Writing skills are important for my students' <u>participation in the society</u> .	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄



II. Estimation of students' reading and writing skills

In the following questions you will find statements about your students' reading and writing skills.

Please read the statements below carefully, take this paper with you during the lessons and observe your students in terms of reading and writing at least for a period of 4 weeks and answer the following the questions.

For every statement please fill in the column "Percentage of students" a number (only 0, 10, 20, ... 100%) which indicates the percentage of your students who is able to fulfil the statement.

Please fill in one questionnaire per class.

How many percent of your students can do the following?

	Percentage of students	Level
My students' can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.		A 1
My students' can read very short, simple texts.		A 2
My students' can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters or e-mails.		A 2
My students' can understand texts that consist mainly of high frequency everyday or job-related language (<u>e.g. the introductory part of textbook addressing students</u>)		B 1
My students' can understand the description of events, feelings and wishes in personal letters or e-mails.		B 1
My students' can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.		B 2
My students' can understand contemporary literary prose (e.g. Subject literature, Novel, Report, Letter)		B 2
My students' can understand long and complex factual and literary texts, appreciating distinctions of style.		C 1
My students' can understand specialised articles and longer technical instructions, even when they do not relate to my field.		C 1
My students' can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.		C 2



How many of your students can do the following?

	Percentage of students	Level
My students´ can write a short, simple postcard, for example sending holiday greetings.		A 1
My students´ can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.		A 1
My students´ can write short, simple notes and messages.		A 2
My students´ can write a very simple personal letter, for example thanking someone for something.		A 2
My students´ can write simple connected text on topics which are familiar or of personal interest.		B 1
My students´ can write personal letters or e-mails describing experiences and impressions.		B 1
My students´ can write clear, detailed text on a wide range of subjects related to my interests.		B 2
My students´ can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.		B 2
My students´ can write letters or e-mails highlighting the personal significance of events and experiences.		B 2
My students´ can express myself in clear, well-structured text, expressing points of view at some length.		C 1
My students´ can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues.		C 1
My students´ can write clear, smoothly-flowing text in an appropriate style.		C 2
My students´ can write complex letters or e-mails, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.		C 2
My students´ can write summaries and reviews of professional or literary works.		C 2



Sub product 2 Guideline-based Interview with teachers t2

Guideline-based Interview with teacher t3





Integrated Reading and Writing Support in Vocational Education and Training

Guideline-based group interviews

Main Study

Post-test (immediately after intervention)



Participants:

- Interviewer: project coordinator
- Interviewees: teachers, who worked with the scenarios
- minute taker

Method:

- Guideline-based group interview

Procedure:

- Read the questions before the interview
- Ask a colleague to record the minutes of the interview and give a brief introduction to the project beforehand
- Record the interview for documentation purposes
- After the interview check and complete the written documentation of the interview together with the minute taker
- Save the written and audio documentation of the interview and keep it for the next five years

Questions for guideline-based interview:

1. How did you experience the work with the scenarios? / Did you feel comfortable teaching with this approach? / Was the approach new to you?
2. Which scenarios were especially successful with respect to their combined purposes, (problem-solving, promotion of reading and writing skills, students' motivation, etc.)
3. How did students respond to scenario-based learning?
4. Do the results of the students' self-evaluation correspond with your impression of the students' reading and writing skills? If not, where are the main differences?
5. How do you evaluate the effectiveness of scenario-based learning?
6. How do students benefit from scenario-based learning regarding their reading and writing skills?
7. What are the challenges of teaching reading and writing in vocational education and training?
8. To what extent was the guideline helpful for your understanding of scenario-based learning?
9. Did the checklist help you develop the scenarios? If not, why?
10. Which further support do you need for implementing scenario-based learning, e.g. ideas for new scenarios, ideas for scaffolding, ideas for strategy training, etc.?



Integrated Reading and Writing Support in Vocational Education and Training

Guideline-based group interviews

Main Study

Follow-up (four months after intervention)



Participants:

- Interviewer: project coordinator
- Interviewees: teachers who worked with the scenarios
- Minute taker

Method:

- Guideline-based group interview

Procedure:

- Read the questions before the interview
- Ask a colleague to take minutes of the interview and give a brief introduction to the project beforehand
- Record the interview for documentation purposes
- After the interview check and complete the written documentation of the interview together with the minute taker
- Save the written and audio documentation of the interview and keep it for the next five years

Questions for guideline-based interview:

1. Do you still work with scenarios in your lessons? If yes, did you develop new scenarios? / If no, why?
2. Which further support do you need / would you like to have for implementing scenario-based learning, e.g. ideas for new scenarios, ideas for scaffolding, ideas for strategy training, etc.?
3. How do students benefit from scenario-based learning in regards to their reading and writing skills? Name some advantages of scenario-based learning.
4. What advice would you offer your colleagues who would like to work with scenarios?





Sub product 3a Evaluation Tool Students Questionnaire

The data analysis was made in R. If you need more information about the data collection, entry and analysis, please contact the project coordinator: stefan.sigges@plrp.de





Sub product 3b Evaluation Tool Guideline-based Interview with teachers



Integrated Reading and Writing Support in Vocational Education and Training

Tool for the analysis of the interview data

Main Study

Page 96



Reading and Writing needs of VET Students Report

Objectives

The main aim of the need analysis conducted at the beginning of the granting period was

- to identify the reading and writing needs of VET students,
- to identify the genres¹ that VET students need to read and write and consequently
- to identify the common genres among the countries that will be used for as a .

The participating countries were firstly asked to define the target group in their country and to plan the size of the sample. The definition of the target group includes considerations about the apprenticeship, the study year and the study program of the students. Furthermore, the partner countries were invited to deliver a short report on genres relevant for VET students' school and professional career. Following questions should be answer in the report:

- What kind of texts do the VET students have to read according the curriculum?
- What kind of texts do the VET students have to write according the curriculum?
- What kind of texts do the VET students read in classroom (teachers' perspective)?
- What kind of texts do the VET students write in classroom (teachers' perspective)?
- What kind of texts would the VET students like to be able to read (students' perspective)?
- What kind of texts would the VET students like to be able to write (students' perspective)?

The analysis should illustrate the needs from the perspective of the education experts, teachers and students. Therefore, curricula analysis and focus group discussions were conducted, in order to guarantee a data triangulation and multi-perspective view of the VET students' needs regarding reading and writing (Dörnyei, 2015, 45-46).

Target group

The target group includes mainly technical professions. The lawyer assistants of the German school are the only exception. A further exception could be the accounting technicians in Sopot.

Almost all schools intend to participate in the project with VET students in the first or second study year.

¹ Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland, 2004).



Most of the study programs followed by the VET students have a duration of three years. However, there is a great variation in the amount of theoretical knowledge and practical skills that students obtain during these three years (dual system or not, amount of internships/stages etc.), but also in the ISCED-level of the obtained diplomas (see Table 1).

Genre use in reading and writing in VET

Most partners make generic descriptions of the types of texts students use for reading according to the school curricula, whereas the Polish partners thoroughly enumerate genres, even differentiating between the basic curriculum level and the expanded level. It is therefore quite difficult to extract those genres that are common to all national VET systems. However, two types of genres used for reading activities are more often mentioned:

- a. *Descriptions* (in variations of: “descriptions and explanations of...”; “description of processes”; “descriptive texts”):

Description:

“Defined as a general description of how a process happens, step by step. It does not tell the reader what to do; rather, it describes how something happens.”

- b. *Instructions* (in variations of: “safety instructions”; “documentation and technological worksheet”):

Instruction:

“Commands to readers telling them to do something, step by step. A set of instructions does not simply describe general events but rather gives directions to readers for making something specific happen. “

Teachers confirm that discipline specific genres like, descriptions and domain-specific articles are genres that VET students are often deal with in the classrooms. In addition, they name communicative and literary genres that are also used in the classroom (e.g. webpages, romances etc.).

Students express a high interest in profession-related texts and highlight the relevance of new communicative genres like webpages and entries on social media. They are also interested in reading literary genres such as fiction books short stories and comics.



As far as it concerns writing, the curricula include discipline-specific genres, general-functional genres, especially the writing of CVs and letters of motivation, but also communicative genres like (business) e-mails.

In the classroom however, students' writing might be connecting with knowledge testing, since teachers claim that students write most frequently tests. Writing with new media is restricted to blog entries and narrative genres used have no communicative function. (e.g. diaries).

For their part, students wish to become competent writers in profession and discipline related genres. They name offers and working reports and point out the importance of written communication within the companies. Literary genres such as reflective and argumentative essays are also claimed as relevant.

Conclusions and Recommendations

A continuum of differences can be observed between what students have to read and what students have to write according to curriculum. For some countries, there is also a visible gap between what students read (mostly discipline-specific) and write in the classroom (general functional genres like *CVs*, *motivation letters*). In two of the partner countries, discipline-specific texts are gaining importance and are used for both reading and writing.

In addition, there are several discordances between what students have to read and write and what they really read and write. Several literary genres (e.g. *fantasy books*, *song texts*) are mentioned to be read in the classroom whereas they are not in the curriculum-recommended list of genres mentioned by teachers. The difference is even more visible for the actually written genres.

The range of answers indicating the wishes that students might have related to read and written genres (as reported by teachers) indicate one major motivational deficit: For one thing students highlight their need to work on profession related genres in the classroom. Then again, students might associate high motivation for reading with hobby-induced reading activities that is why genres such as crime stories, youth magazines, entries on Facebook/Twitter/Instagram appear in the list.

After reflecting the above presenting results and regarding the intervention, the project team recommends an introduction of similar genres for writing and reading so that students can be able to develop their reading and writing skills by making a better use of the interactions between the two competences (reading to write and writing to read; Philipp, 2012; Graham & Perin, 2007). One further recommendation is to introduce genres and to promote reading and writing skills in didactic scenarios illustrating typical situations of students' professional life. The importance of literacy skills for the professions and the promotion of reading and writing for the domain-specific communication seems to be recognized in the curricula of some of the partner countries. Also students from all countries express their need to deal more with profession related genres in the classroom. However, few teaching materials exist for the implementation of a scenario based and professional related literacy promotion. For this reason, the project team focus on the development of



scenarios relevant for student's professional career. In these scenarios, reading and writing become meaningful and indispensable activities in order to handle the situation.

References

Dörnyei, Z. (2015). *Research Methods in Applied Linguistics. Quantitative, Qualitative and Mixed Methodologies* (14th ed.). Oxford: Oxford University Press.

Graham, S. & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. New York: Carnegie Corporation.

Philipp, M. (2012). *Besser lesen und schreiben. Wie Schüler effektiver mit Sachtexten umgehen lernen*. Stuttgart: Kohlhammer.



Table 3 Target Group

Target group						
Country	Apprenticeship	Study year	Study program	Number of students involved	Number of classes involved	Number of teachers involved
Estonia	metal processing, car repairing, electro technology	1-3	2-3 year-program; ISCED 4	~100	~ 8	~10
Germany	lawyer assistants	1	3 year program (dual); ISCED 3B	~ 30	2	2
Romania	electricians	1 and 2	4 year program (more theory), ISCED 4	~ 80	3	6 teachers of general and vocational classes
Poland Opole Sopot	cookers, bakers, electricians, IT specialists, mechanics, shop assistants, economists	1	mostly 3 year programs (dual) and 4 year program (one month internship)	~ 500	~ 15	21
	accounting technicians, IT technicians, digital graphic technicians, photographers, photo-technicians	1 and 2	ISCED 4	~100	1-2 classes	8



Evaluation Report

Curtis will deliver the Report 25th of October, a one page summary needs to be translated, the rest of the document will stay in English.



Chapter 4. Guidelines

Introduction

What is the purpose of the Guidelines?

The Guidelines has been created by researcher in applied linguistics and education, in-service-teacher trainers and teachers in vocational education and training (VET). It has been tested by teachers and adapted according to their feedback. The Guidelines presents the essential components of a scenario and the relationship between them. It provides essential information on how to integrate reading and writing in situated learning approaches. The Guidelines are based on concepts of reading and writing support, research results and experience gained in the project so far when working with both VET learners and their teachers. The guidelines give valuable help to teachers for planning lessons for the development of literacy skills in VET.

Who could use the Guidelines?

These guidelines have been created for VET teachers who would like to adopt the scenario-based approach to support their students in developing reading and writing skills in parallel with learning within various disciplines. The guidelines explain the necessary steps and components of a scenario. They serves as a practical aid when creating a scenario and ensuring that the elementary requirements for a scenario are fulfilled. They support teachers to create effective and motivating scenarios by offering guidance in covering the necessary steps from the concept to the implementation. As always, when implementing new approaches in the classroom, it is very useful to work in teams. It takes time and effort for teachers and students to take in new concepts. If teachers work in a team, it is easier for them to get support in the implementation of the proposed new approach.

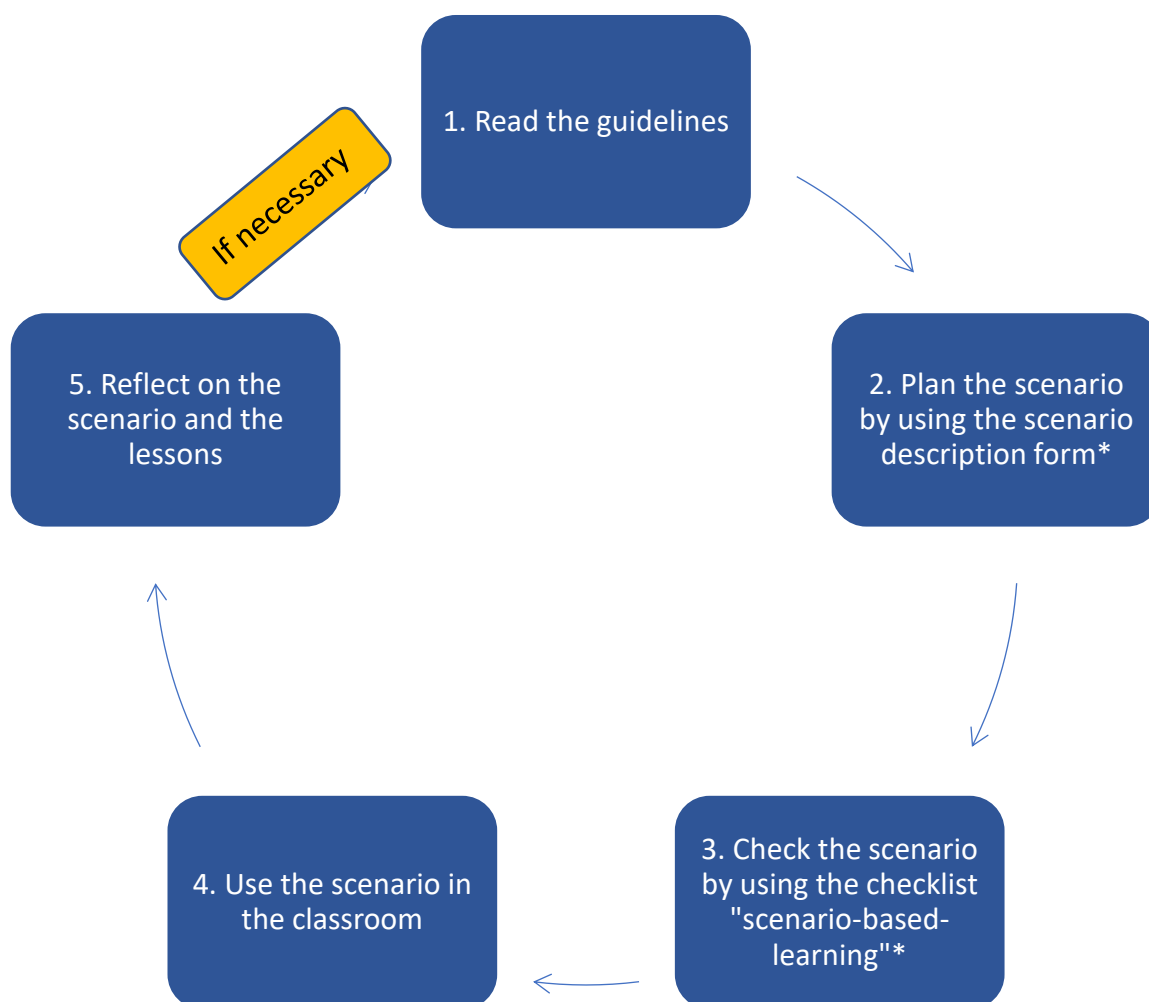
How does the Guidelines relate to other outputs of the project?

Output 2 “Framework” provides the necessary theoretical basis in term of reading and writing concepts and the interaction of these both. The guidelines are based on the framework. From the point of view of scenario creation, a fundamental assessment of the learners’ ability and willingness is necessary before the actual development of the scenario can begin. In our project, the teachers are supported by Output 3 “Needs analysis instruments & evaluation instruments”. This output provides important information about the current state of the students’ reading and writing skills. In addition, teachers have to take into account the students’ reading and writing needs when creating scenarios. Output 5 “Scenario-based reading and writing classroom materials” cannot be created without understanding the framework and using the guidelines. Output 6 “Workshop for teachers: Integrated reading and writing support in vocational education” is based on the the guidelines and helps teachers to understand the integrated reading and writing approach and to create scenarios for their students. Output 7 “Handbook” pulls everything together in a comprehensive publication containing the resources produced within this project, and illustrates instances of the partners’ efforts to promote and implement the integrated development of reading and writing skills in VET.



How to proceed

The following graphic shows how the guidelines can be used in the planning, creation, in-class implementation and revision of scenarios.



*See checklist in appendix

Scenario-based approach

What is a scenario?

A scenario is a description of a real or working life situation that is likely to occur. From the scenario a problem arises that has to be solved. Thus, scenarios generate thinking, problem-solving processes (Piepho, 2003, 42) and demand VET students' engagement in accomplishing several tasks, among others reading and writing tasks.



Scenarios can be applied in different fields of VET; however, scenarios share certain characteristics:

- the scenarios and the tasks resulting from the scenarios are authentic and relevant for VET students' everyday and future working life,
- they involve students in problem-solving actions and foster autonomous learning,
- they give students the opportunity to express themselves,
- they provide opportunities for individual and collaborative work,
- they rely on reading and writing activities for accomplishing the task(s)
- and turn reading and writing into meaningful activities with a clear goal (output) within real life and/or VET contexts (Becker-Mrotzek & Böttcher, 2015, 19-20);
- they allow reflection on the activities planned and implemented as part of carrying out the scenario task(s).

Note: In scenario-based learning, the teachers' role is different from that in the traditional teaching settings. The teacher in scenario-based learning activates and supports students' problem-solving processes, scaffolds their learning and models reading and writing strategies (see below) if necessary. This means that teachers should be flexible enough to adapt their instruction to the students' needs.

What does a scenario look like?

The following example illustrates the above-mentioned scenario characteristics:

Scenario: You are working as a junior media designer in an advertising agency. Your boss has asked you to explain to the two new apprentices the use of font types when designing a print product. Prepare a handout for the new apprentices.

This scenario represents a situation likely to occur in the VET students' future working life. The problem resulting from the scenario is concrete but still open enough so the students can choose how to proceed. Most likely, the students will read about font types before writing a simplified handout for the new apprentices. These reading and writing tasks are not assigned by the teacher but arise from the scenario itself as a possible way to deal with the situation.

In this scenario, reading naturally takes place before writing, and reading can be used to underpin writing. Thereby, it is necessary to focus on specific aspects of content, language and/or text according to the needs of the students, e.g. generation of ideas, activation and learning of technical vocabulary, typical sentence or text structures (of instructive texts), etc. That way reading and writing activities interact, support each other (reading to write/writing to read) and can lead to a deeper understanding of texts and to better writing (Graham & Perin, 2007, 18; Graham & Hebert, 2010, 5-6).

The scenario offers opportunities for individual or group work, e.g. problem-solving discussions in groups on how to proceed, how the end product should look, individual reading with focus on content, language or text structure, peer feedback, etc. The writing product of this scenario has an audience whose perspective should be taken into account (Becker-Mrotzek et al., 2014, 23) in order for the text to achieve its intended effect. Reading and writing can thus be seen as a social-communicative act of meaning and significance construction. In our example, writing should enable the new apprentices to learn about the use of font types. In the appendix, you will find a filled-in scenario description form.



How to construct a scenario?

The main goal of a scenario is to promote reading and writing skills related to the VET context. Therefore, it is important to find out in what contexts VET students need to read and write in their everyday and (future) working lives. This will help create an idea of which scenarios are relevant for them and their professional careers (more analysis is needed).

Furthermore, your national/school curriculum can help you find out what skills should be acquired by your VET students. Some of these skills are related to reading and writing activities, e.g. your VET students need reading skills in order to acquire professional knowledge and learn work related procedures; and writing skills are necessary for written professional communication (see the example above).

When constructing a scenario, consider the skills and competencies your students have already acquired and judge if the task(s) resulting from the scenario are achievable. Scenario tasks are considered to be feasible if they take into account the actual competencies and skills of the VET students and go moderately beyond them (Vygotskij, 1934/2002).

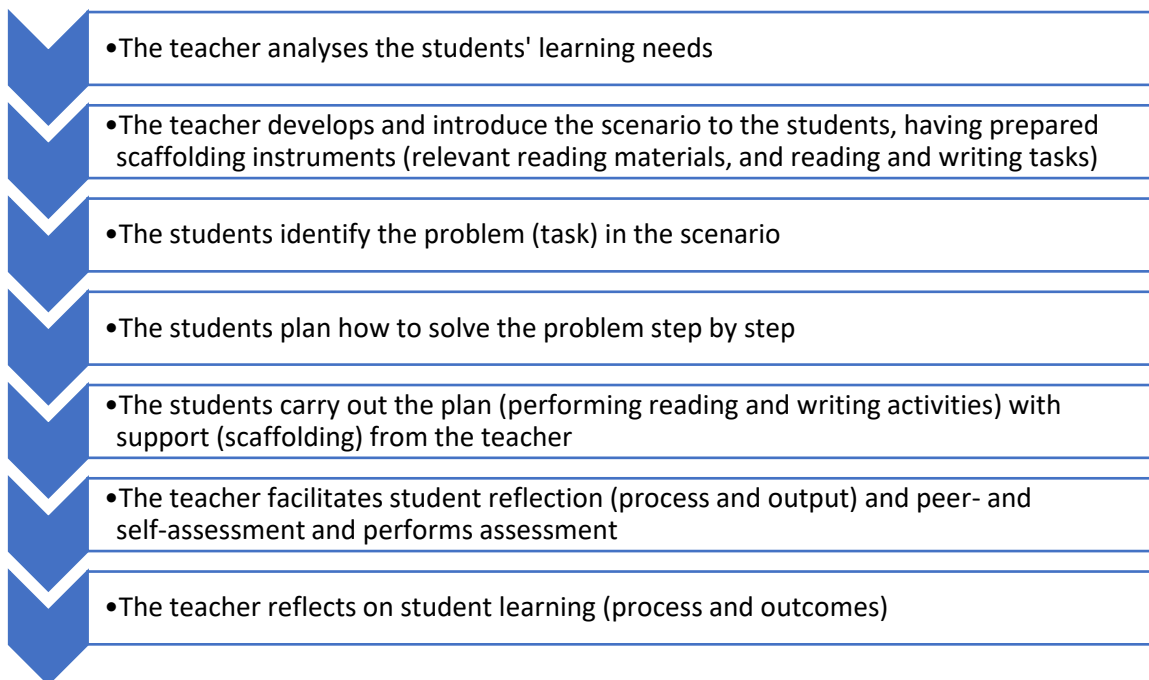
Make sure that the scenario is open enough to involve VET students in problem-solving processes, planning and decision-making. This is only possible if the scenario provides the opportunity for them to accomplish the task(s) from different perspectives. The VET students then have to decide which task(s) should be achieved and in what way. These tasks may include reading and writing activities necessary for problem-solving.

It is important that a step by step problem-solving process results from the scenario. After the introduction of the scenario, VET students have to identify the problem and discuss possible actions, e.g. research on the internet (reading task), make notes or summarize the internet information (writing task), learn about safety precautions in the workplace (reading task), etc. The students then have to carry out the task(s). During this process, the teacher monitors the VET students' progress and supports them if necessary (*scaffolding*, Gibbons, 2009, 2015). The support may consist of short exercises with a focus on content, language or text structure such as mind maps, fill-in-the-blank texts, jumbled up texts, etc. It can also include the modelling and implementation of reading and writing strategies (see below). Additionally, peers can take on the role of monitoring with peer-feedback. In the end, the problem in the scenario should be solved. The solution may be a concrete output, such as a text for a certain addressee, but the output(s) as well as the process leading to the output(s) should be reflected on and evaluated to make the learning process transferable to other contexts.

The extent of a scenario varies. It depends on the learning objectives in terms of the subject and in terms of the targeted reading and writing skills.



The process of scenario-based learning



Criteria for scenarios

The following list of questions can help you check and evaluate your scenario(s) (see also Appendix for the complete checklist for developing a scenario for scenario-based learning which supports literacy skills development):

a. Scenario construction

- Is the scenario realistic, i.e. likely to occur?
- Is the scenario relevant for the VET students' specialization?
- Does the scenario fit the curriculum?
- Is the scenario achievable?
- Does the scenario provide VET students the opportunity to express themselves?
- Does the scenario provide VET students the opportunity to reflect on their activities within the context of the scenario?
- Does the scenario provide the opportunity for collaborative learning?
- Does the scenario promote VET students' autonomy?
- Does the scenario provide the opportunity to accomplish the task from different perspectives?
- Does the scenario provide the opportunity for actions transferable to other contexts?
- Does the scenario provide the opportunity to involve VET students in assessment (peer feedback, self-assessment, etc.)?

b. Reading and writing tasks

- Does the scenario necessitate reading and writing activities in order to accomplish the task?
- Do the reading activities support the writing activities and vice versa (reading to write and writing to read)?



- Do the pre-reading, reading and post-reading activities included in the scenario result in a step by step task accomplishment?
- Do the pre-writing, writing and post-writing activities included in the scenario result in a step by step task accomplishment?

c. Supporting the development of reading and writing skills (scaffolding)

- Does the scaffolding of reading skills have a clear focus?
- Does the scaffolding of writing skills have a clear focus?
- Are there reading (comprehension) strategies involved?
- Are there writing strategies involved?

Advice

- In creating a scenario, it is important to see the perspective of your students: in what everyday and (future) work life situations do they need reading and writing skills?
- Don't hesitate to involve your students in the scenario choice. Ask them when they (think they will) read and write in their everyday and (future) work life.
- After the introduction of the scenario, you can use images and narratives to visualise the action plan.
- Take the necessary time to carry out the scenario, but remind your students regularly what the goal of the scenario is.
- Make sure that reading and writing activities within the scenario are meaningful and support each other. Reading can underpin writing and vice versa.
- Focus on certain aspects of reading and writing when you provide scaffolding for your VET students, and remember that sometimes less is more.
- When you provide scaffolding for (language) exercises, always reflect on the relevance of these exercises for the successful fulfilment of the scenario task(s).
- Be open to adapting your teaching plan, and be ready to step back or go forward according to the students' needs.
- Give opportunities for collaborative learning for the development of social skills and team building for your VET students' (future) workplaces.
- Trust your students to give feedback to their peers and their capacity to assess their own and each other's work process and product(s).
- Ask your students for feedback on how they perceived their learning process with the scenario.

Note: Scenario-based learning develops not only reading and writing skills but also social competences, solving problems skills, decision-making, team work etc.



Scaffolding

"This sociocultural approach to learning recognizes that with assistance, learners can reach beyond what they can do unaided, participate in new situations, and take on new roles. [...] This assisted performance is encapsulated in Vygotsky's notion of the zone of proximal development, or ZPD, which describes the 'gap' between what learners can do alone and what they can do with help from someone more skilled. This situated help is often known as 'scaffolding'." (Gibbons, 2009, 15)

Characteristics of scaffolding:

- Temporary: Scaffolding is time-limited support that helps students develop new concepts, knowledge, etc.
- The "how" is more essential than the "what": Through scaffolding, students learn how to do something (not just what to do), so they can do similar tasks later on alone.
- Future oriented: What students can do today with support, they can handle alone tomorrow (Gibbons, 2015).

Reading and Writing Tasks

Scenario-based reading and writing tasks are imperative to the problem-solving process brought about by the chosen scenario. Therefore, it is important to be knowledgeable about which reading and writing tasks offer the best solutions for students within the scenario. Moreover, the tasks should represent the types of texts that VET students are confronted with in their everyday and professional lives.

Although there are a variety of text types that students may encounter in their lives, we have to focus on which text types can accomplish the most in reading and writing scenarios to bring them further in their lives and achieving their goals. The most relevant text types for VET students are

- a) informative,
- b) instructive and
- c) argumentative texts.

These text types share general characteristics that are beneficial to the students in the way they understand the texts through reading and how they communicate their ideas through writing.

The above-mentioned text types (a-c) also account for the majority of textual knowledge in everyday and professional life as they perform the tasks of informing, instructing and arguing. For example, informative texts are encountered through reading everyday material (news, reports, general personal or/and professional communication, email, etc.), while instructive texts are encountered in learning materials and in contexts where one is instructed how to perform a given task (product instructions, safety instructions, legal advice, etc.). Argumentative texts occur in written materials that aim to persuade (advertising, recommendation, internet blogs, comments, reviews, professional advice, etc.). A knowledge of text types is important for students; without such knowledge, they will find it difficult to identify typical text and language structures which help them to understand the text and to write good quality original texts themselves.





It remains important to recognize that scenarios provide incentives to read and produce certain text types and that VET students profit the most from reading to write and writing to read these particular text types. The text types which are to be read do not necessarily need to be the same (although they may be) as those which need to be produced, and vice versa. However, the text types must be mutually supportive in producing the best possible outcome for the scenario.

Note: The PISA 2018 Reading Literacy Framework gives a brief overview of text types. Nevertheless, teachers should look very precise at the text types they use with their students. Sometimes here is a cooperation between non-language and language teacher helpful. Support your students to identify characteristics of the used text types so that they can use this knowledge when writing own texts.

What texts to write to solve the task?

Scenarios are developed to address a particular need of the students or a curricular function, and are used to produce an intended outcome. In most cases, this outcome will be a text product aimed at a particular addressee in order to solve the problem derived from the scenario. The text type chosen by the students is therefore largely determined by the scenario so that students use and understand the production of a chosen text type as a communicative problem-solving act or process. Through this process, students can experience text types as culturally defined conventions which consist of typical idioms and phrases as well as text organization and pattern.

In principle, one can select any type of text that corresponds to the categories mentioned above, namely (a) informative, (b) instructive or (c) argumentative text.

(a) Informative text type	(b) Instructive text type	(c) Argumentative text type
<ul style="list-style-type: none">- Work report- Product description- Cost estimate- Manual- Technical article-	<ul style="list-style-type: none">- Product instruction- Safety instruction- Training manuals- ...	<ul style="list-style-type: none">- Expert opinion- Product advertisement- Professional advice- Letter of complaint- Formal letter- Statement- ...

Apart from the numerous kinds of texts listed in the table above, all texts types bear similar characteristics such as typical idioms and phrases, grammatical or syntactical constructions, text organization and patterns as well as structural elements. For example, informative texts begin with general aspects and become more detailed or are structured in chronological order. Instructive texts begin generally with a product description followed by the actual instructions of product use and are often accompanied by general safety warnings. The core of argumentative texts is a claim, an opinion or recommendation justified by reasoning substantiated by facts.



It is important that the texts that are read are relevant for the text(s) to be written so that students are able to implement in writing what they have learned through reading assignments. Furthermore, it is essential to focus on one language or textual element, so that the VET students are able to concentrate on one particular aspect (vocabulary, idioms and phrases, text structure, etc.) at a time.

How to integrate reading and writing to solve the task?

It is extremely common that reading and writing are often done together, and it is difficult to separate them from each other. Very often, students collect information by reading various texts before they begin to write (reading to write). Alternatively, they brainstorm ideas and make written notes before, during or after reading a text (writing to read). There are many possibilities for the interaction between reading and writing. In an educational context, "[...] writing and reading instruction will be even more effective when they are designed to work together to achieve common goals and reinforce the reciprocal acquisition [...]" (Graham & Hebert, 2010, 25) of reading and writing skills.

Integrative support for reading and writing (see Philipp, 2012, 58) is also recommended for the VET context (see Schneider et al., 2013, 77). In a scenario, reading and writing activities are used as natural complements to serve a common problem-solving goal. It is therefore important that reading and writing activities support each other.

"Reading to write" (see Philipp, 2012, 58; Graham & Perin, 2007, 18) is helpful for the creation of content, acquisition of specialised vocabulary, understanding of text structure, development of textual features, etc. This may be done by taking notes from the text, working on vocabulary, structuring ideas, outlining pros and cons, etc. in order to be used to write a text. Vice versa, "writing to read" (Graham & Hebert, 2010, 5-6) is used to deepen text comprehension by taking notes about the text, by paraphrasing and writing short excerpts or summaries of the text.

Research (Graham & Herbert, 2010, 11) has shown that there is a productive interaction between reading and writing which increases both competences. Effective practices for strengthening reading through writing include:

1. Have students write about the text they read. Students' comprehension of texts is improved when they write about what they read, specifically when they: a. Respond to a text in writing (personal reactions, analysing and interpreting the text). b. Write summaries of a text. c. Write notes about a text. d. Answer questions about a text in writing, or create and answer written questions about a text.
2. Teach students the writing skills and processes that go into creating text. Students' reading and comprehension skills are improved by learning the skills and processes that go into text creation, specifically when teachers teach the process of writing, text structures for writing, paragraph or sentence construction skills (which all improve reading comprehension).
3. Increase the amount of student writing. Students' reading comprehension is improved by having them produce their own texts more often.



Advice

- Be aware of which text types the scenario requires and which will most likely be chosen by the students.
- Make clear what the typical characteristics of these text types are.
- Have students reflect on these typical characteristics of text types.
- Focus on concrete characteristics of these text types (vocabulary, typical idioms and phrases, grammatical or syntactical constructions, text organisation and patterns, etc.). Do not work on all of these characteristics at the same time; select one or two.
- Make sure that reading and writing activities are related to each other and support each other.
- Have students write about the text they have read (notes, short summaries, etc.).
- Provide students with short exercises to practice the necessary vocabulary, typical idioms and phrases, grammatical or syntactical constructions, text organisation and patterns, etc. so they can use them in their own writing.
- Teach the process of writing, text structures for writing, paragraph or sentence construction skills; this may improve not only writing, but also reading comprehension.
- Teach your students reading and writing strategies to deal with texts (see next chapter).

Strategies to deal with texts

What is the focus?

In our experience as teachers, we have noticed that far too often, a majority of teachers prefer to orally present new information to their secondary school students rather than have them access it by making some effort to read and comprehend it independently. This is partly because we see learners being put off by a range of difficulties they encounter as they attempt to complete reading assignments. Students have been observed to struggle with some or all of the following:

- Approaching longer reading assignments strategically;
- Establishing a connection with the text they are to read by anticipating some of the ideas in the text or the structure of the text;
- Getting the gist of the text;
- Focusing on what is important in the reading by distinguishing between relevant and irrelevant information;
- Monitoring their comprehension and figuring out what gets in the way of their understanding of passages;
- Using the graphic representations in the text to enhance comprehension;
- Understanding the meaning of essential vocabulary, including by relying on the context to work out the meaning of unfamiliar vocabulary, etc.

Yet, the process of building knowledge from information sources is fundamental to independent learning. For this reason, teachers need to equip their students with a range of specific competences that will help them cope with a variety of text. As they set out to do this, it is important for them to keep in mind that reading is essentially a constructive process, involving a set of knowledge, skills and strategies. Therefore, we





recommend that the focus of the reading activities should be on teaching students how to approach strategically the different types of texts they are expected to read, and how to deal with vocabulary that hinders their comprehension.

Note: When introducing new strategies, assist students in their use. Be aware that not each strategy fits to each text type and to each student.

What reading strategies to use?

The teaching strategies for improving the reading literacy of learners in technical and vocational education and training can be grouped in three main categories.

Strategies used prior to reading: these strategies prepare learners for effective engagement with the text. They help learners evoke background knowledge, pool key familiar vocabulary, set goals for the reading, anticipate and formulate questions about the topic, which will later guide their comprehension of the text, thus creating a context for reading. In addition, the strategies included in this category help the teacher informally assess what the learners already know about the topic, including their misconceptions.

Strategies used during reading: these strategies help learners to interact with and monitor their comprehension of the text. In the course of using these strategies, the learners will be looking for answers to their questions raised in the previous phase, seek confirmation of their anticipations, clarify some vocabulary issues, compare their prior knowledge with the newly encountered ideas, establish personal connections with the text, make inferences, question ideas and perhaps raise new expectations. During this phase, the teacher will be able to assess the learners' comprehension process by observing their interaction with the text, their notes and marks on the text, their graphic organisers, etc. In some of the strategies, the teacher guides the reading process by introducing check-points (such as in the directed reading).

Strategies used after reading: when they have finished reading, the learners will be engaged in summarising the main ideas, sharing their personal interpretations and discussing them with peers and the teacher, reflecting on the use/applicability of the newly acquired information, assessing its relevance for their work or future learning, thus consolidating their learning from the text.

Below we describe some effective reading strategies.



The **Anticipation guide** (Herber, 1978) is a pre- and post-reading strategy that forecasts the major ideas contained in a passage through the use of statements that activate students' thoughts and opinions. Before reading a selection, students respond to several statements that challenge or support their preconceived ideas about key concepts in the reading. Students then may explain their responses in small group or whole class discussions. This process arouses interest, sets purpose for reading, and encourages higher-order thinking – which are all important aspects of pre-reading motivation. After reading, the Anticipation Guide can be used to evaluate how well the passage has been understood and to ensure that misconceptions have been corrected.

Template for anticipation guide

<i>Before Reading</i>	Statements	<i>After Reading</i>
True (T)/ False (F)		True (T)/ False (F)
	Statement 1	
	Statement 2 etc.	

LINK (*List, Inquire, Note, Know* – Vaughan & Estes, 1986, quoted in Buehl, 2001) is a strategy that encourages student-directed discussion about their knowledge of the topic prior to reading. The steps are: write the key word of the topic on the board and ask students to *list* associations they make with it. Collect them on the board. Next, encourage the students to *inquire* about the items listed (ask for clarification, or elaboration of some items, or examples, or definitions). When the inquiries have been completed, erase the board and ask students to *note* what they have learnt about the key term during the listing and inquiry stages. Now the students are ready for reading. After they have read the passage, ask them to write down what they now *know* from the passage.

The **Inquiry chart** (Hoffman, 1992) is a strategy that helps students generate meaningful questions on which to focus their research and later organize their writing. It consists in a matrix with several lines and columns. The column headings contain essential questions about the topic, while the lines contain the various sources of information (3-4 different sources). Line 1 contains information that the students know (or think they know) before they start reading. Line 2 is for recording information found in Source 1 relative to Q1/ Q2/ Q3, etc. The information thus collected helps students summarise and synthesise their reading. It also provides an excellent overview of the main ideas that they may want to address in writing (e.g. report writing).

Topic:	Q1	Q2	Q3	Q4	Q n
<i>What I/we know</i> (pre-reading):					
Source 1					



Source 2					
Source 3					
Source <i>n</i>					

Directed reading-thinking activity (DRTA) (Gunning, 2003) is a strategy for directing the students' silent reading with comprehension-level questions. The students read with stops, pausing to discuss every few paragraphs. When using DRTA, in the text to be used, the teacher should pre-select points for students to pause during the reading process.

INSERT (Interactive Notation System for Effective Reading and Thinking) (Vaughan & Estes, 1986) is a procedure that begins with searching prior knowledge and asking questions for marking texts, and then marking the different kinds of information that are found in the texts.

Mark	Meaning
✓	Use a checkmark in the margin of the text to signal that what you are reading confirms what you knew or thought you knew;
-	Put a minus in the margin of the text to signal that what you are reading contradicts or is different from what you already knew or thought you knew;
+	Put a plus in the margin of the text to signal that the piece of information you encounter is new information for you.
?	Put a question mark in the margin of the text to signal information that is confusing to you or that there is something you would like to know more about.

INSERT helps monitor one's comprehension while reading (especially long complex text). The number of marks students use varies according to their reading skills. It is recommended that students with lower literacy skills use no more than two marks (e.g. ✓, "I know that," and ? or -, "I did not know that") The marks also vary depending on the students' purpose for reading and their experience with the marking system.



Think-alouds are used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996). This strategy asks students to say out loud what they are thinking about when reading, solving problems, or simply responding to questions posed by teachers or other students. Effective teachers think out loud on a regular basis to model this process for students.

Reciprocal teaching (Palincsar & Brown, 1984) is an instructional technique set up as a dialogue between teachers and students for the purpose of jointly constructing the meaning of text, and of monitoring comprehension. It is designed to improve students' reading comprehension by teaching them four key reading strategies: summarising, questioning, clarifying, and predicting.

Graphic organisers are a combination of charts, tables, geometrical shapes (squares, rectangles, triangles, circles, etc.), lines and arrows, and concise writing. They represent a way of recording key terms and showing how they relate to each other. Such organisers are useful in all phases of learning. They can be used equally successfully in activities that prepare learners for encountering new ideas (such as in advance organisers), in activities where they are in contact with new information (to create mental pictures of new ideas, to clarify sequences, to identify analogies, to distinguish between fact and opinion, to mark relationships such as cause-effect, etc.), as well as in activities where learners express their response to new ideas, compare and contrast prior knowledge to the new information/ ideas, reflect on new learning, etc. Some common examples of graphic organisers are:

- The cluster or word-web, which is a combination of circles and /or ovals connected by lines and/ or arrows showing how a central concept relates to other (hierarchically different) concepts or what major characteristics a concept has;
- The mind-map, which is a cluster of circles connected by lines, and attempts to reveal how one relates ideas;
- The flow-chart, which is a combination of geometrical figures and arrows to represent sequences, processes;
- The M-chart (e.g. a three-column table for multisensory analysis; the three columns may be labelled: a) looks like; b) sounds like; c) feels like);
- The T-chart (a two-column table e.g. for analysing a concept in terms of *what it is* and *what it is not*);
- The Venn-diagram used for comparing and contrasting; the overlapping areas take the common elements of two sets, while the distinct areas take the elements that characterise the individual sets only.
- The fishbone diagram for cause and effect, etc. (see also below)

The **Concept/ definition map** (Schwartz & Raphael, 1985) is a graphic organizer for a definition, which helps enrich students' understanding of a concept. The map is a graphic structure that focuses the students' attention on the key components of a definition: the class/ category; the properties/ characteristics; illustrations/ examples. This graphic organizer is best used after reading.

The **Fayer Model** (Fayer et al., 1969) is a graphic organiser (quadrant) that contains four compartments for recording information related to a concept (usually printed in the middle of the quadrant): essential



characteristics; non-essential characteristics; examples; non-examples. Using this model helps students differentiate between features that define the concept and those that are merely associated with it. Providing examples and non-examples, which share some but not all the necessary characteristics of the concept, helps students to construct rich and sophisticated meanings of important concepts. The students can use the Frayer Model in any or all of the phases of reading (before, during, and after).

Note: It is very important to understand the contribution of reading and writing strategies to learners' autonomy. Apply the here proposed strategies in your context and discuss their relevance with your students and peers. The Anticipation guide is a very good strategy to involve and motivate your students. It leads in many cases to productive discussion in the classroom.

Before using Think-alouds in classroom test it out by yourself. Otherwise, there is a risk that the strategy seems artificial to the students.

While completing the Frayer model, the students need to read the text carefully, some of them might need help.

What writing strategies to use?

It is essential to understand writing as a process which includes pre-writing, writing and post-writing activities; this is what is called process-oriented writing. Process-oriented writing is characterised by “breaking down” the writing process into smaller units so that content, linguistic and communication tasks are solved successively in different writing tasks (Becker-Mrotzek & Böttcher, 2015, 52; Bereiter & Scardamalia, 1987; Hayes & Flower, 1980; Emig, 1971). On the one hand, this understanding of writing can relieve VET students as writing is accomplished in several smaller steps and tasks. Thus, the students can learn to organize and monitor their writing by planning, formulating, drafting and revising (Philipp, 2013, 85-163; Kruse & Ruhmann, 2006, 14). On the other hand, it helps teachers support their students in acquiring the skills necessary for writing for specific products. This facilitates writers and enables them to develop metacognitive writing strategies that control the planning, production and revision of texts.

The following sections illustrate how effective writing support can take place during the writing process, i.e. in pre-writing, writing and post-writing activities, by providing the students with explicit writing strategies that enable them to plan and execute the writing process autonomously.

Pre-writing

Writing obviously starts with a collection of informations and ideas necessary for the composition of a draft. This can consist of making notes or developing a mind map, discussing with peers, doing internet research and reading digital information, reading specialised printed articles, etc. These writing, oral interaction or reading activities are considered pre-writing activities or strategies. Reading before writing (reading to write; Graham & Perin, 2007, 18; Graham & Hebert, 2010, 5-6) seems to be an especially natural process, particularly if writing is topic- or fact-oriented and for formal purposes. Reading before writing does not only serve to generate and collect information and ideas, but can also provide students with text knowledge (structure, formal conventions, layout, etc.) and linguistic knowledge (vocabulary, sentence structure, style, etc.). However, it is important that reading as a pre-writing activity focuses clearly on content, text or linguistic



knowledge and is reflected in the writing context: How and why is this reading activity useful for the students' writing?

The following list includes a variety of writing strategies usually used in pre-writing phases:

- Discussion with peers
- Brainstorming
- Mind-map
- Writing plan
- Structuring (e.g. collecting arguments, pro and contra)
- Reading to write with focus on:
 - Content
 - Text knowledge
 - Linguistic knowledge

During the pre-writing phase, VET teachers can use short exercises to foster students' linguistic skills that are necessary for the specific writing task. These short exercises are not supposed to build new knowledge, but they should rather raise awareness of linguistic features needed for writing a draft (vocabulary: synonyms, paraphrases, chunks, fill-in-the-blank text; text structure: jumbled up texts, indicators for text patterns (conjunctions, e.g. because, however, first of all, namely, etc.); text cohesion: complete text, from sentence to text).

These short exercises should also be reflected upon in the classroom regarding their relevance for the specific writing task: Why was this exercise important for the writing task?

During writing

After the pre-writing phase comes the writing of a draft. It is important to remind the VET students that this is not about writing the final text, but only a first version that will be revised later.

During writing monitoring takes place. Monitoring controls writing. Writers revise continuously during writing. However, if monitoring is too rigid, then writing is not fluent. This is why collaborative writing can be applied as a supporting method. In collaborative writing, one person usually writes and the other undertakes the monitor's role; at school, this can take place in groups or pairs.

During writing students may notice that they need more information for writing and therefore go back to the pre-writing phase, read a text or discuss about the text with a peer.

It is also important to consider that some of the students can be what is called beginner writers. Such writers have difficulties with fine motor skills and orthography which inhibit writing fluency. Their short-term memory is occupied with writing or typing letters, therefore they do not have the capacity to follow the writing plan during writing. In this case, it may be helpful to have a checklist or questions; templates or model texts or a



word processing programme, etc. This kind of scaffolding may also be useful to more than just beginner writers to support the writing process.

The following list gives a review of the strategies that can be applied during writing:

- Individual writing and monitoring
- Collaborative writing in groups/pairs
- Writing parts of texts and asking for feedback on specific parts (e.g. introduction)
- Criteria for good texts (e.g. checklist, questions)
- Templates
- Model texts (exemplars)
- Using dictionaries
- Using a word processing program

Short exercises that focus on content, text or language knowledge can also be implemented after the writing of the first draft if teachers notice that scaffolding is necessary (see above).

Post-writing

Feedback

As mentioned above, it is important that VET students consider their first written product merely as a draft. A draft needs revision and this requires re-reading by the author, peer-feedback or feedback by an expert/teacher. Feedback (peer feedback as well) is an essential element of process-oriented writing (Rijlaarsdam & Braaksma, 2008; Harris & Graham, 1966). Studies have shown that peer feedback can be very effective and beneficial not only for the author, but also for the person providing the feedback (Rijlaarsdam & Braaksma, 2008). Feedback can refer to content, to text structure or to language features. It is however important to have a clear focus whether it be on content, structure or language. Furthermore, peer feedback should be instructed and supported by several tools and methods such as:

- Lists of questions
- Checklists/criteria
- Feedback forms
- Reading the text from the perspective of the addressee and assessing it from this perspective (Is the text comprehensible/convincing/clear ?)
- Check the impact of the text in real life situations (e.g. does an instruction guarantee the correct use of the machine?)

Peer-feedback does not exclude teacher feedback. On the contrary, teachers are responsible for giving feedback on specific aspects that demand expert knowledge (e.g. professional or linguistic knowledge). Like



peer-feedback, teacher feedback has to have a clear focus, so that students are able to handle with it and revise the text properly.

Revision

Text revision is based on the received feedback and gives VET students the opportunity to modify their texts in terms of content, structure or language level or to add information to them. It is important that revision takes place in the classroom and is considered as a valuable activity within the writing process. For text revision, students can also make use of scaffolding elements (reading texts, typical idioms and phrases of the texts, grammatical or syntactical constructions, text organisation and pattern) worked out in earlier phases of the writing process. Layout and text editing complete the writing process. After revision, texts can be submitted for final assessment to peers or experts/teachers.

Note: Feedback can be very helpful and effective, but it takes time to train students how to give and how to receive feedback. Start with very small and precise feedback tasks.

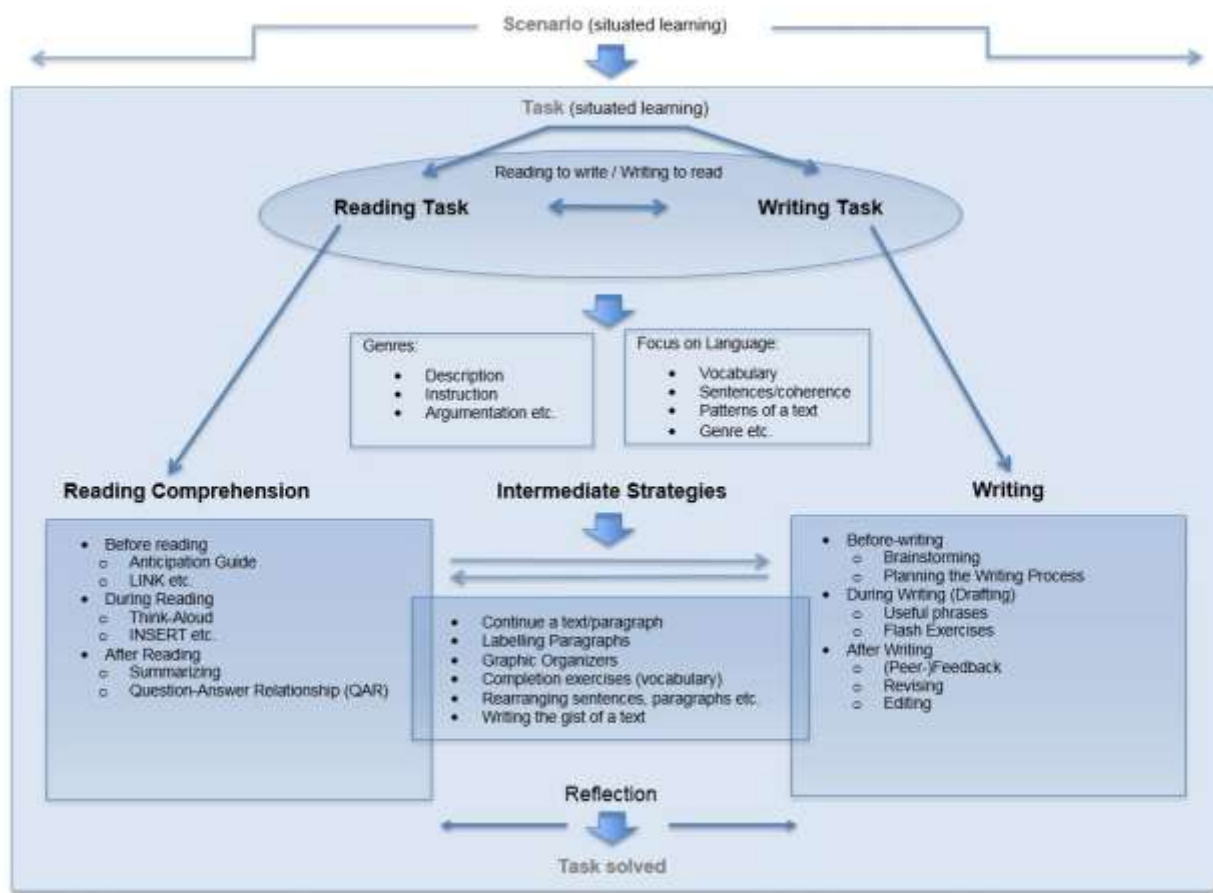
Advice

- Make sure that your VET students understand writing as a process. Explain to them that good texts result step by step also from pre- and post-writing activities.
- Let your students brainstorm, discuss and share their ideas orally before writing.
- Help your VET students plan the writing.
- Support/scaffold your VET students by providing them with reading texts on similar topics (reading to write).
- Let your students do Internet and literature research about the writing topic. Encourage them to make notes, organise and categorise their information in tables or figures.
- Give them time to activate and acquire new linguistic knowledge (vocabulary, typical idioms and phrases, text patterns, formal text conventions) before writing.
- Remind your VET students that they do not have to deliver the final text immediately but that their first text is just a draft that they will revise.
- Do not hesitate to let your VET students write in small groups or pairs (collaborative writing).
- Introduce peer-feedback to your students and let them have the experience of working on improving their texts with their peers.
- Point out that feedback needs to focus on specific aspects, e.g. text comprehensibility, communicative impact of the text, text structure or language issues.
- Remind your students that revision belongs to the writing process.

Model of Integrated Reading and Writing Support

For a detailed explanation of the model of integrated reading and writing support see chapter 2.





Summary

The guidelines provides teachers with support in promoting reading and writing skills in vocational education and training. It is equally aimed at both language and subject teachers. The framework graphic above summarises the considerations and gives an overview of the most important elements of the teaching approach proposed by the project team. The guidelines contain Advice for both teaching processes and methods. The processes include the planning and teaching steps. Relevant methods are recommended for each of these steps, as shown in the figure above (Framework).

The scenarios implemented in the classroom should take into account the VET students' needs, but also the country-specific educational contexts and requirements. The reading and writing tasks necessary for problem solving result from the scenario. They are integrated into a real-life or professional context and are therefore not an end in themselves; rather, reading and writing support the (professional) learning processes.

Reading and writing tasks refer to specific text types and demand specific linguistic skills that can be enhanced by the VET teachers within the context of a scenario also by using scaffolding. Hence, the promotion of the linguistic skills requires good knowledge of the target group and their linguistic competences. It is recommended to emphasise specific linguistic skills, i. e. vocabulary, text structure, sentence structure, so that the scenario itself and the reading and writing activities resulted from this remain in focus.



The graphic form of the framework above presents useful reading and writing strategies that can be implemented within a scenario. Some of them promote both reading and writing simultaneously (see middle box) and others are specific for the reading or the writing processes, respectively. The strategies in the figure can be extended as desired.

Reflection is an essential aspect of the learning process in general, and of scenario-based learning in particular. As a form of higher-order, analytical thinking which serves learner autonomy, reflection should be done with reference to actions and learning processes, the reading and writing tasks and products as parts of the solution to the problem posed in the scenario.

Note: While the guidelines contain an essential toolbox for teachers, the attendance of a training course is highly recommended. If you do not have the opportunity to attend a training course, you can choose to do an extended paired reading with a fellow teacher. If you manage to gather a larger group of teachers to read and discuss the Guidelines with, make sure to involve a language teacher because of his familiarity with the terminology of language teaching and learning. Language teachers could provide genuine scaffolding for the group. Furthermore, the exchange between subject teachers can be fruitful, even if they are confronted with different types of text and work with different reading and writing strategies.





References

- Becker-Mrotzek, M., Grabowski, J., Jost, J., Knopp, M. & M. Linnemann (2014). Adressatenorientierung und Kohärenzherstellung im Text. Zum Zusammenhang kognitiver und sprachlich realisierter Teilkomponenten von Schreibkompetenz. *Didaktik Deutsch*, 37, 21–43.
- Becker-Mrotzek, M. & I. Böttcher (2015). *Schreibkompetenz entwickeln und beurteilen*. Berlin: Cornelsen Scriptor.
- Bereiter, C. & M. Scardamalia (1987). *The Psychology of Written Composition*. Hillsdale, NJ: Erlbaum.
- Emig, J. (1971). *The Composing Process of Twelfth Graders*. Urbana (IL): NCTE.
- Buehl, D. (2001). *Classroom strategies for interactive learning*. (2nd ed.). Newark, DE: International Reading Association.
- Freyer, D. A., Fredrick, W. C. & H. G. Klausmeier (1969). *A schema for testing the level of concept mastery*. Technical Report No. 16. Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.
- Gibbons, P. (2009). *English Learners, Academic Literacy, and Thinking*. Portsmouth: Heinemann.
- Gibbons, P. (2015). *Scaffolding Language, scaffolding Learning. Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth: Heinemann.
- Graham, S. & D. Perin (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. New York: Carnegie Corporation.
- Graham, S. & M. Hebert (2010). *Writing to Read. Evidence for How Writing Can Improve Reading*. New York: Carnegie Corporation.
- Gunning, T. G. (1996). *Creating reading instruction for all children*. Needham Heights, MA: Allyn & Bacon.
- Gunning, T. G. (2003). *Building Literacy in the Content Areas*. London: Pearson Education.
- Harris, K. R. & Graham, S. (1996). *Making the writing process work. Strategies for composition and selfregulation*. (2nd ed.). Cambridge, MA: Brookline Books.
- Hayes, J. R. & L. Flower (1980). Writing as problem solving. *Visible Language*, 14, 288–299.
- Herber, H. L. (1978). *Teaching reading in the content areas*. (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Hoffman, J. V. (1992). Critical Reading/Thinking Across the Curriculum: Using I-Charts to Support Learning. *Language Arts*, 69(2), 121-127.
- Kruse, O. & Ruhmann, G. (2006). Prozessorientierte Schreibdidaktik: Eine Einführung. In Kruse, O., Berger, K. & U. Marianne (Eds.), *Prozessorientierte Schreibdidaktik. Schreibtraining für Schule, Studium und Beruf*. Bern: Haupt, 13-35.
- OECD (2016). PISA 2018 Reading Literacy Framework. [Online] <https://www.oecd.org/pisa/pisaproducts/PISA-2018-draft-frameworks.pdf> (accessed 18/12/2016)
- Palincsar, A. S. & A. L. Brown (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 2, 117-175.
- Philipp, M. (2012). *Besser lesen und schreiben. Wie Schüler effektiver mit Sachtexten umgehen lernen*. Stuttgart: Kohlhammer.
- Philipp, M. (2013). *Lese- und Schreibunterricht*. Tübingen und Basel: A. Francke.



- Piepho, H. E. (2003). *Lerneraktivierung im Fremdsprachenunterricht: „Szenarien“ in Theorie und Praxis*. Braunschweig: Schroedel.
- Rijlaarsdam, G. & Braaksma, M. (2008). Die Sache mit den ‚Schlemmy‘-Riegeln. Beobachtendes Lernen: Ein Beispiel aus der Unterrichtspraxis. *Fremdsprache Deutsch*, 39, 23–27.
- Schneider, H. & Becker-Mrotzek, M. & Sturm, A. & Jambor-Fahlen, S. & Neugebauer, U. & Efinger, C. & N. Kernen (2013). *Expertise zur Wirksamkeit von Sprachförderung*. Aarau/Köln: Pädagogische Hochschule FHNW, Universität zu Köln, Mercator Institut.
- Schwartz R. M. & T. E. Raphael (1985) Concept of Definition: A Key to Improving Students' Vocabulary, *The Reading Teacher*, 39, 198-205.
- Vaughan, J. L. & T. H. Estes (1986). *Reading and Reasoning Beyond the Primary Grades*. Boston, MA: Allyn and Bacon.
- Vygotskij, L. S. (1934/2002): *Denken und Sprechen. Psychologische Untersuchungen*. ed. and trans. from Russian by Joachim Lompscher & Georg Rückriem. Epilogue by Alexandre Métraux. Weinheim/Basel: Beltz.



Chapter 5. Collection of Scenario-based reading and writing classroom materials

Introduction

What is the purpose of the collection?

The collection of scenario-based reading and writing classroom materials presented in this document was developed by project participants and tested by teachers in their lessons. The testing phase served the evaluation of the developed materials and was followed by revisions. The scenarios refer to different vocational education fields and can be used as examples and aid for the creation of similar scenarios.

Who could use the scenario collection?

Teachers interested in the scenario-based integrated reading and writing support are invited to use the scenarios in their lessons. The existing scenarios can be adapted to the needs and abilities of different learning groups. When creating new materials, the here listed scenarios can be used as inspiration.

How are the scenario-based reading and writing materials related to other project outputs?

Output 5 contains the developed scenarios and teaching materials, which are based on the theoretical and didactic approaches of this project. These can be found in Output 2 “Framework” and Output 4 “Guidelines”. Output 2 “Framework” is the basis of the entire project. It provides the necessary theoretical background in terms of reading and writing concepts and the interaction of these both. Output 4 “Guidelines” is based on the framework and delivers practical aid for teachers.

General Comments

Some of the scenarios are presented without teaching materials for copyright reasons. In many cases, existing materials from textbooks and other sources can be used to create scenarios. Thus, a scenario can refer to the contents of a textbook or integrate existing worksheets.

In order to make them easier to find, the scenarios were classified into the following categories: Craft & Technology, Economy & Administration and General Education. In addition, all scenarios were listed together with the corresponding occupational fields.

Country-specific aspects of the scenarios could not always be adequately captured. As a result, there are no translations into the respective national languages of the project participants. In addition to the English version, all scenarios can be found in the language in which they were created and implemented on the project website www.rewrvet.de. The country, where the scenarios come from, appears in brackets next to the scenario titles.





Note: The students should tackle the problem raised in the scenario independently, determine the best strategy for solving the problem, find the necessary tools and distribute the tasks meaningfully across the group. Teachers should only guide learners, in the sense of scaffolding, if they encounter difficulties during the process resulted from the scenario.

In each phase of working with scenarios, the teacher should use support materials and activities, if required. These scaffolding activities are essential for the students' competences development.

For turning learners into strategic readers and writers, teachers need to ensure that they help them to reflect not only on their working outcomes but also on the learning process they have gone through. Reflection in peer groups and classroom is an essential element of scenario-based learning.

When working with scenarios, the teacher's role is different from traditional forms of teaching. The teacher becomes a moderator who supports the learning process.

Teachers should explain and demonstrate new approaches to their learners, practice them together and then gradually pass responsibility on to them.

Teachers should increase the extent of reading and writing tasks in the scenarios, but only with caution and appropriate consideration of professional practice, so that the scenarios do not lose their credibility and thus their motivational influence.

If teachers and students are not familiar with the scenario-based teaching and learning, increase the complexity of the scenario gradually and offer appropriate scaffolding activities.

Classroom experience with the scenarios

Between May and June 2018, members of the project team participating in the ReWrVET project interviewed teachers who tested the scenarios during lessons with students. The interviews were done as soon as possible after the scenario had been used and in accordance with the Guideline based interviews.

The experience gained depends less on country-specific factors than on previous knowledge in the areas of action-oriented teaching and language support. Teachers who had little experience in these areas reported about greater efforts in introducing scenarios into the classroom. Teachers (and learners) who were at least partially more familiar with these areas found it easier to start working with scenarios. For teachers who have little experience in the areas of action-oriented teaching and language development, a step-by-step introduction is recommended.

Teachers said that the use of scenarios in the teaching of vocational subjects was desirable as it fostered the development of students' autonomy and their ability to share their opinions. In addition, it develops creative thinking and the ability of students to find useful solutions. Supporting writing through reading and reading through writing develops, among other things, students' language skills. This is important for their future careers and private life. Teachers with longer teaching experience underlined that they have been using scenario-based elements in their daily work with students for many years. In this context, it should be mentioned that scenario-based teaching is based on action-oriented teaching and on cooperative learning. The use -in terms of quality and quantity- of this methods in classroom varies greatly. When working with scenarios, teachers paid special attention to the use of: techniques supporting students independent problem solving, techniques supporting creative thinking and the development of their language skills. Based on their



experience of using reading and writing support strategies in a scenario-based approach, all teachers involved in the testing agreed to use the elements of the method proposed by the project when working with students in the future. They argue that they see a relationship between the use of scenarios and the involvement of students in the independent learning process in the classroom.

Many teachers pointed that the advantage of the scenario- based learning method is its innovativeness and practicality - linking the theory with the practical knowledge that students acquire during their vocational training and the real situation with which they can meet after completing school education. The majority of students are motivated to solve the problems resulting from the scenarios. Using this method the class works in pairs, groups what is an additional advantage because it improves the social competences.

Scenarios involved students' creativity and competitive skills and related to their personal interests and professional life, with focus on the practical side of activities. Also, scaffolding exercises in previous classes were a factor of success. Most students liked the idea of real-life scenario/ situation which challenged them to work autonomously but scaffolding activities from the teacher were elementary for successful learning, especially when introducing scenarios.

Writing

Teachers agreed that students' involvement in writing increases when the writing process is divided into stages (before, during and after writing). The students appreciated the opportunity to exchange opinions with other students (brainstorming, earlier discussion of the text content). In addition, it is highly useful to use graphic organizers before writing. According to the teachers, what increases students' involvement in the work on the text and contributes to its creation at a high level are: feedback from students on the written text, feedback from the teacher as well as preliminary discussion of the text, presentation of important information through graphic organizers and broadening knowledge of new content related to a specific subject. In addition, based on feedback from a large number of students summarising their participation in learning activities (where the teachers used scenario based learning) the teachers agreed that they observed an increase in students' involvement in developing solutions for scenarios and their independent work (as compared to their participation in typical learning activities or writing texts without distinction between stages before, during or after the writing of the text).

Reading

Many teachers agreed that students are less likely to engage in writing activities during the reading process. This is a less natural process than supporting writing by reading. However, there was a consensus among teachers that students, using written exercises/tasks to support the reading process, noticed that there was an improvement in reading efficiency if they were using writing-based strategies at the pre-reading or reading phase. Teachers say that students see the use of the highlighted strategies when learning new materials/contents.

Comments

Teachers reported that they still wished to apply the elements of a scenario-based approach to teaching (strategies before, during or after reading/writing) in VET. In the course of their classes, they apply various methods that shape the students' ability to solve problems independently, creative thinking and the ability to acquire new knowledge, as well as the ability to draw on their resources. One of the objectives of the approach is to develop literacy skills that are also relevant to VET, which teachers have identified as important. Teachers declare readiness to use and develop the method in their work with students and report the need for further scenario proposals as ready to use or modify tools for specific groups of learners.



Teachers noticed that conducting classes according to the scenario is more effective if the group does not consist of more than 20 people. It is optimal to work in groups of 12-15 people. In this case, the involvement of the students is at its highest level and decreases as the size of the group increases. However, this requires further verification.

Teachers informed that they consider it important to organize open cyclical training/workshops for teachers with different professional experience in order to familiarize them with the principles of the method and useful strategies, useful in the process of teaching students (especially in relation to the group of vocational education teachers). Teachers found the checklists developed helpful in the process of creating the lesson plans.

In most cases the students reacted positively and with interest to the method used. The strategies proposed in the scenarios for supporting reading and writing proved to be a new experience for some students, who often noticed common features of the method used with exercises known from the previous classes.

Difficulties with the scenario approach may result from:

- finding / creating suitable text (curriculum, students' interests, up-to-date, ...) to work with;
- limited number of classes with a given group of students at too distant intervals;
- variable attendance of students in particular courses;
- time required for the introduction of the concept and strategies;
- lack of reading and writing abilities leads in some cases to a lack of motivation;
- rejection because more work is expected.

The checklist has proved to be a particularly useful tool for teachers with shorter professional experience who have less experience in teaching. At the same time, teachers with longer professional experience assessed the "checklist" as a useful tool in building class scenarios, as they claim that by using the above tool they create better scenarios in a shorter period of time. In their opinion, the checklist is a useful tool as it is short, specific and does not contain unnecessary information.

The use of the scenarios in subject teaching was largely perceived very positively by both teachers and learners. The focus on a subject task motivated the learners, in this context the involvement with reading and writing was perceived as more natural. To this end, it was always emphasised how important reading and writing tasks are, which could also occur in practice in the corresponding occupational field. Providing support, especially in the initial phase, was mentioned by all teachers as a key element in enabling learners to successfully complete the tasks. The use of scenarios stimulates teaching and provides learners with variety in their everyday teaching life. It should not be forgotten, however, that teachers also need support in introducing teaching scenarios, either through workshops or through internal school teamwork.





Scenarios

Description of the scenario: *Participating in a cooking competition (Poland)*

Role of the students': *You are a cook working in a restaurant.*

Situation: *The president of the town you live in announced a competition for preparing the recipe of the best summer pizza. The winner restaurant will receive the title –“The Best Summer Pizza Restaurant” and the author of the recipe will receive the money prize and the title- The Best Summer Pizza Cook”. You would like to take part in this prestigious competition and in that case promote yourself and the restaurant you work in.*

What is the task of the students':

Your task is to create a recipe for a very tasty summer pizza taking into consideration your experience and your intuition as a cook.

Source: *the template of Italian pizza recipe (annex 1)*

Length of scenario (min or hours or lessons)	<i>2 hours (2 x 45 min)</i>
Age of students	<i>15+</i>

Students' comments :

- *“these classes were different... they made me really pay attention to what was going on”;*
- *“I felt connected to the lesson”;*
- *“a useful and interesting lesson, I feel that I acquired important information; I liked the fact that it was based on something realistic that could really happen to us”;*
- *“it was like an experiment”.*

Educational background of the students	<i>Junior high school</i>
Educational programme / Field of application (subject or curricula)	<i>Cook (1. grade)</i>
Heterogeneity of students'	<i>Large in terms of</i>





	<ul style="list-style-type: none"> - <i>experience with reading and writing support,</i> - <i>Polish language level.</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> B2 C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>Recognition of the recipe structure</i> • <i>creating an own recipe</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Comprehension of unknown words/expressions Paying attention to key elements of the recipe template, of the typical vocabulary related to verbs, ingredients and tools used to prepare a pizza	The ability to prepare a list of the necessary ingredients needed to prepare the summer pizza Writing an example of summer pizza Writing an email to a colleague for feedback (peer feedback)
Which aspects should be focused on in detail?	
Reading the template of the recipe carefully Paying attention to the crucial elements of recipe template Underlining key words / phrases	<ul style="list-style-type: none"> • <i>Preparing a list of ingredients</i> • <i>Writing the own recipe</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • Pre-Reading: <i>discussion about the recipe template, how it should look like, what should be at the beginning at the end; after discussion the students place the recipe in the appropriate order (ss receive the recipe cut into pieces)</i> • Reading: <i>paying attention to the order and keywords of the recipe</i> • After reading – <i>exercise true-false to check the understanding of new vocabulary</i> 	<ul style="list-style-type: none"> • Pre-writing: <i>discussion about the proper ingredients that should be used in the summer pizza recipe; gathering the ideas and preparing the first draft of the recipe</i> • During writing: <i>preparing the first draft of the recipe and sending it to the colleague for feedback</i> • After writing: <i>comparison of recipes made by several students, discussion, reading the feedback of the colleague, editing if necessary</i> <i>Making the final version of the recipe</i>
Combination of reading and writing: What is the added value in the scenario? The student can: <ul style="list-style-type: none"> • <i>prepare the own recipe taking into consideration the template of the recipe and the ingredients that are possible to use for summer pizza, reading the feedback to write better/different recipe.</i> 	



Annex 1

Preparation time: 100 min.

Ingredients

(for 3 pizzas with a diameter of 32 cm)

0.5 kg flour

25 g of fresh yeast

300 ml of warm water

2 teaspoons of salt

2 teaspoons of sugar

4 tablespoons of olive oil

A method of preparing

Mix yeast with sugar and 100 ml of warm water, then leave for 10 minutes in a warm place to rise.

In a large bowl, mix flour with salt, then add the yeast prepared earlier and the rest of the water (pour it gradually by kneading the dough, in this way you will control the consistency of the dough). Knead the dough for about 10-15 minutes. It should be fluffy, smooth and elastic. Cover it with a cloth and leave in a warm place to rise for about 40 minutes

Divide the dough into 3 parts, knead each part on a slightly sprinkled surface until the dough becomes smooth, shape the balls, sprinkle with flour and leave to rise for about 20 minutes.

After that time roll out a cake with a diameter of approx. 32 cm (sprinkle with flour) and then put on a baking tray smeared with olive oil. Wait a little more, then put on ingredients, the combination of which is limited only to your imagination.

Preheat oven to a maximum temperature of 250 °C. Insert the baking tray with the prepared pizza on the bottom of the oven. Bake for 10 - 15 minutes, until the sides of the pizza are brown and the bottom is baked.





Description of the scenario: *Choosing the best sale offer (Poland)*

Role of the students': *You are an economist in a clothing warehouse specializing in women's clothing (blouses, dresses, pants)*

Situation: *The clothing warehouse you work in has received two sales offers for women's clothing. Your boss asked you to analyse each offer and choose the best one.*

What is the task of the students':

- *To read two offers*
- *To choose the best offer taking into consideration prize and quality of the product*
- *To send the information to the boss justifying the choice you made*

Source: *two offers (annex 1, annex 2)*

Length of scenario (min or hours or lessons)	<i>2 hours (2 x 45 min)</i>
Age of students	<i>15+</i>
Educational background of the students	<i>Junior high school</i>
Educational programme / Field of application (subject or curricula)	<i>Economist (1. Year)</i>
Heterogeneity of students'	<i>Middle in terms of reading middle in terms of writing different level of Polish language</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1</u> B2 C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>prepares commercial offers and inquiries;</i> • <i>keep the procedures regarding the selection of suppliers and the ordering of goods;</i> • <i>organizes cooperation with contractors and other entities;</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Paying attention to the key elements of an offer	Writing information about offers to the boss in a legible manner
Which aspects should be focused on in detail?	
• Read the offers carefully to make the	• Information sent to the boss should



correct selection of the best one.	clearly justify the made choice.
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • Before reading: brainstorming about information that could appear in the sale offer • While reading: emphasizing the information relevant to each offer • After reading: checking predictions, comparing information from offers by preparing a table, chart, etc. 	<ul style="list-style-type: none"> • Before writing - creating a scoring scheme, assigning points to individual elements of offers • Writing - writing the first version of the note to the boss • After writing -reading the note loudly and getting feedback from another student, writing the final version of the note.
Combination of reading and writing: What is the added value in the scenario? The student can: <ul style="list-style-type: none"> • read the offers, choose a more favourable one for the company and make a note justifying the choice made in a clear, readable form. 	



Annex 1

Offer number 1

Producent Odzieży Damskiej „Szyk”

ul. Zielona 54

45-321 ole



Chiffon blouses - colors: black / white - net price PLN 90

- Cotton blouses - color: red - net price: 60 PLN
- Linen blouses - colors: ecru / white - net price PLN 120
- Shirt blouses - colors: white, black, red, green
- Formal dresses - colors: black / white - price PLN 130
- Chiffon tunics - colored - net price PLN 80
- Wide leg trousers - colors: black / white - net price PLN 120
- Slim, straight leg - colors: black, navy blue - net price PLN 120

All goods are available in all sizes and quantities.

If necessary, we can prepare the above-mentioned goods in other colors than those given.

When purchasing more than 400 items of any goods, we grant a 15% discount.

We guarantee free delivery of goods on the day of shopping above the value of PLN 4,000.

The term of the order is 10 days.

Payment deadline - 21 days from the date of invoice.

Contact person: Anna Wyszomirska awyszomirska@szyk.pl

Tel: 756 218 890



Annex 2

Offer number 2

Producent Odzieży Damskiej „Modna Pani”

ul. Wrocławska 121

45-314 Opole

Tel. 676 786 666

www.modnapani.pl



Chiffon blouses - colors: black, white - net price: 80 PLN

- Cotton blouses - colors: navy, green - net price: 60 PLN
- Linen blouses - colors: white, black - net price: 110 PLN
- Knitted blouses - colors: white, yellow, red, blue, black - net price: 60 PLN
- Formal dresses - colors: black, red, white - price PLN 120
- Chiffon tunics - different colors - net price PLN 90
- Wide leg trousers - black - net price 110 PLN
- Pants with straight legs - black, navy blue - net price PLN 120

All products are available in all sizes.

When buying more than 500 items of any goods, we grant a 15% discount.

We guarantee free delivery of goods on the day of shopping above the value of PLN 4,000.

It is possible to sew goods on special request within 5 working days.

The deadline is 10 days.

Payment deadline: 21 days from the date of invoice.

Contact person: Janina Maj janinamaj@modnapani.pl

Tel: 555 989 549

Monday-Saturday from 8:00 to 16:00





Description of the scenario: *Repairing a computer* (Poland)

<p>Role of the students': <i>You work in a company that implements computer hardware repair orders.</i></p> <p>Situation: <i>You have received an order from one of the Opole primary schools to remove a computer problem in the school's office. The headmaster of the school described what are the computer problems.</i></p> <p>What is the task of the students':</p> <p><i>Your task is to execute the order and prepare written documentation of the repair.</i></p> <p>Source: <i>the School Headmaster's request</i></p>	
Length of scenario (min or hours or lessons)	<i>2 hours (2 x 45 min)</i>
Age of students	<i>15+</i>
Educational background of the students	<i>Junior high school</i>
Educational programme / Field of application (subject or curricula)	<i>IT specialist (1. Year)</i>
Heterogeneity of students'	<i>Middle in terms of reading</i> <i>middle in terms of writing</i>
Average language level of the students (CEFR)	A1 A2 B1 <u>B2</u> C1 C2
What are the content goals of the scenario?	<p><i>locates and removes hardware damage to the components of a personal computer;</i></p> <ul style="list-style-type: none"> <i>• locates and removes operating system</i> <i>• locates damage to peripheral devices of a personal computer;</i> <i>• prepares a schedule of work related to the location and removal of personal computer malfunctions;</i> <i>• selects diagnostic and monitoring software for the personal computer;</i> <i>• recovers user data from the personal computer;</i> <i>• creates copies of data security;</i> <i>• formulates recommendations for the user after repairing the personal computer;</i> <i>• prepares a cost estimate for the repair of the personal computer.</i>



What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Careful reading of the order text will allow the student to perform the task of repairing the computer	Describing very precisely what tasks have been done to complete the order.
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> Analysis of the described problems with the computer will allow the correct execution of the order. 	<ul style="list-style-type: none"> <i>The description should be precise but comprehensive.</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> Before reading: discussion about possible defects that may appear in the school's office, suggestions on possible defects While reading: pay attention to the above mentioned defects and scope of work, highlighting them with a coloured marker pen After reading: checking predictions, planning repair work, arranging them in the right order 	<ul style="list-style-type: none"> Before writing: think about the form of documentation (table, bullets ...) using the material developed after reading the order Writing: preparation of the initial version of the document After writing: loud reading of the text and selection of all elements included in it, preparation of the final version of the document.
Combination of reading and writing: What is the added value in the scenario?	
<p>The student can:</p> <ul style="list-style-type: none"> read the order, remove defects and describe the subsequent stages of the work in writing. 	



Annex 1

Publiczna Szkoła Podstawowa 31
ul. Morcinka 1a, 45-750 Opole

Opole, 12.01.2017.

Komputerex

ul. Krakowska 12

45-220 Opole

Request

According to the agreement ZP4 / 2016/31, I am asking you to diagnose and remove the defect that appeared on the computer post at the school's office.

The computer has a Microsoft Windows XP Professional operating system, the Microsoft Office 2000 office suite and the ESET Smart Security antivirus program.

The computer is used by the secretary who uses it from 7:00 to 12:00 and by the HR who uses it from 12:00 to 4:00 p.m. This computer is very important as there are very important data necessary for the proper functioning of the school. The problem concerns two folders - Students, Teachers. At the moment you can not open them. When you click on the icon, the message "The file can not be found" appears. Maybe it was removed or moved. "

The secretary uses the Administrator account (this is an account with administrator rights, access password is in the documentation) and during diagnostic work, please create two system accounts named Office (account with administrator rights) and HR (account with system restrictions).

The secretary has also problems with the printer, which does not always print properly. There is, therefore, the danger of a computer being infected. In addition, the secretary can not open some Excel files that at the end of the week should be filled and sent back to the Board of Education.

After diagnosing and removing the defect, please indicate any recommendations to improve your work with the computer.

Regards,

Anna Kowalska

Headmaster

Description of the scenario: *Writing an offer* (Poland)

<p>Role of the students': <i>You are a landscape architecture technician.</i></p> <p>Situation: <i>You work in a gardening company, which received an order for making wooden pots with planting in them. The boss asked you to take care of this order and prepare a written answer for the client.</i></p> <p>What is the task of the students':</p> <ul style="list-style-type: none"> - <i>Reading the order</i> - <i>thinking about the realisation of the order</i> - <i>preparing a written answer for the client</i> <p>Source: <i>the written order of the client (annex 1)</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>17+</i>
Educational background of the students	<i>Junior High school</i>
Educational programme / Field of application (subject or curricula)	<i>Landscape architecture technician (1.year)</i>
Heterogeneity of students'	<i>Middle in terms of reading</i> <i>middle in terms of writing</i>
Average language level of the students (CEFR)	A1 A2 B1 <u>B2</u> C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>calculating the amount of material</i> • <i>costing</i> • <i>preparation of materials for making plant decorations</i> • <i>planting plants</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Paying attention to all key words and expressions important to the order.	Preparation of a written response for the client taking into account all data included in the order
Which aspects should be focused on in detail?	
• Selective reading: finding the main	• Preparation of an offer satisfying the



<p>information/wishes of the client</p> <ul style="list-style-type: none"> viewing the picture of the house and garden 	<p>client corresponding to the order.</p>
<p>Which strategies are going to be trained / applied?</p>	
<p>Reading</p> <p><i>Before reading: discussion about the picture of the house and garden paying attention to keywords / key phrases, hypotheses about changes that can be made around the home</i></p> <p><i>During reading: paying attention to key expressions</i></p> <p><i>After reading: analysis of predictions</i></p>	<p>Writing</p> <p><i>Before writing: discussion about the content of the offer for the client, preparing the plan in points</i></p> <p><i>Writing: writing the offer - the first version</i></p> <p><i>After writing: loud reading of the written text and discussion with the boss; writing the final version of the text</i></p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The student can:</p> <ul style="list-style-type: none"> prepare the answer for the client taking into consideration the received order and the photo. 	



Annex 1

From: jan.kowalski@onet.pl

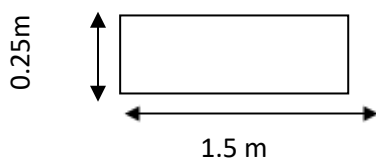
To: arenda.arena@gmail.com

Good morning,

My name is Jan Kowalski. Around my family house I would like to plant seasonal flowers in pots. Initially, I was thinking about the variety of flowers and colours but maybe it will be better if the colour of the flowers will be in harmony with the colour of the facade of the house and the surroundings. The house is painted in two shades of beige. The backyard is covered with beige paving stones, in which I would like to put two flower pots with seasonal flowers in five places. Around the stoned surface there is a strip of ground on which bushes are planted, and around the fence there is a strip of grass.

Summing up my order is:

- preparation of 10 rectangular wooden pots with the dimensions given below



Filling the pots with fertile soil

- Putting seasonal plants in each pot: blue pansies in the amount of 60 pieces per one pot. It seems to me that the blue colour of flowers will be suitable for the surrounding described on the photo I attached.

Please send me first the calculation of the costs.

Maybe you have another idea how to make my house surrounding more green.

I will be grateful for any hints.

Regards,

Jan Kowalski

Description of the scenario: *Making a calculation (Poland)*

<p>Role of the students': <i>You are a baker working in a very large bakery.</i></p> <p>Situation: <i>The bakery in which you work has received an order for the preparation of 200 wheat rolls and one harvesting bread with a request for a pricing.</i></p> <p>What is the task of the students':</p> <p><i>The head of the bakery asked you to take care of the order making a list of the necessary ingredients, calculating the amount of them. Finally your task is to make a note to the head of the bakery in the form of a table containing the list of ingredients, their amount and price list.</i></p> <p>Source: <i>order written as an e-mail (annex 1)</i></p>	
Length of scenario (min or hours or lessons)	<i>2 hours (2 x 45 min)</i>
Age of students	<i>15+</i>
Educational background of the students	<i>Junior high school</i>
Educational programme / Field of application (subject or curricula)	<i>Baker (1. Year)</i>
Heterogeneity of students'	<i>Large in terms of experience with reading and writing support, Polish language level</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> B2 C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>recognizes raw materials, food additives and extra materials used in the production of bakery products</i> • <i>calculates the amount of raw materials and extra materials for given assortments of bakery products based on recipes</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Comprehension of unknown words/expressions Paying attention to key elements of the order	The ability to prepare a list of the necessary ingredients needed to prepare the order Calculating the amount of ingredients necessary to make the order in a transparent manner
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • <i>Selective reading: finding the main</i> 	<ul style="list-style-type: none"> • <i>Preparing a list of ingredients</i>



<p>information/wishes of the client</p> <ul style="list-style-type: none"> Underlining key words / phrases 	<ul style="list-style-type: none"> making a note-table
Which strategies are going to be trained / applied?	
<p>Reading</p> <ul style="list-style-type: none"> Pre-Reading: using the image of the harvest crown as an introductory element in the harvest festivities discussion, brainstorming about the typical vocabulary of this subject, determining the role of the bakery Reading: paying attention to the keywords of the order After reading - discussion about the ingredients needed to prepare the order, visualization in the form of a mind map divided into bread and rolls 	<p>Writing</p> <ul style="list-style-type: none"> Pre-writing: creating the table, number of columns, using the mind map to complete the column on ingredients, During writing: very accurate description in the table of ingredients and their quantities and prices After writing: comparison of tables made by several students, discussion, editing if necessary' making the final version of the note-table
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The student can:</p> <ul style="list-style-type: none"> on the basis of the received order prepare a note-table containing a list of ingredients and calculation of the order price 	



Annex 1

Annex 1: e-mail

From: antonimaciejewski@op.pl

To: piekarnia.bochenek@wp.pl

My name is Antoni Maciejewski. As a starost of this year's harvest festival in our commune, I would like to ask if your bakery can take the following order:

- 200 wheat rolls weighing 100 dkg
- 1 rye bread or rye-wheat bread weighing 2.10 kg for the harvest festival, which will take place on 20th September, 2016 at 11:00.



<https://pl.wikipedia.org/wiki/Kajzerka>

The roll should be round and look similar to the one shown in the picture.

Sprinkle half of the rolls on top with poppy seed and the other half with sesame or sunflower seeds.

Rolls should be well baked.

The bread should be round or alternatively square. The tray on which it will be put is 40cm-45 cm.

It should be produced using natural methods, like in the times of our grandmothers, i.e. sourdough with the participation of multi-phase fermentation.

Bread should maintain long freshness, taste and smell. Please, decorate the bread in a similar way to the one shown in the picture. Also sprinkle the bread with sesame seeds / sunflower seeds.



https://commons.wikimedia.org/wiki/File:Rok_obrz%C4%99dowy_z_Wikipedi%C4%85_w_Nowej_Wsi_Reszelskiej_-_chleb_do%C5%BCynkowy.jpg

Please send me the information until August 4, 2016.

Best regards

Antoni Maciejewski



Description of the scenario: *Preparing a party concept (Poland)*

Role of the students': *You are a waiter working in a very popular and exclusive restaurant.*

Situation: *The restaurant in which you work has received the order for a formal official party with the participation of guests from six partner cities from Europe. Each delegation consists of four people, the Polish side is represented by six people from the City Hall. The party will start at 19:00 with the aperitif. Then, there will be a festive dinner during which speeches of the representative of each delegation are planned. The restaurant owner asked you and another waiter to prepare a written concept of how to organise the party.*

What is the task of the students':

- *reading the received order*
- *thinking about the organisational issues of how to prepare the party*
- *writing a concept and sending it to the owner of the restaurant.*

Source: *writing order from the City Hall office (annex 1)*

Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>15+</i>
Educational background of the students	<i>Junior high school</i>
Educational programme / Field of application (subject or curricula)	<i>waiter (1. Year)</i>
<u>Heterogeneity</u> of students'	<i>Middle in terms of reading middle in terms of writing different level of Polish language</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> B2 C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>distinguishes between job positions and waiter work systems</i> • <i>selects devices and tableware as well as service equipment for serving drinks and dishes</i> • <i>chooses the methods of serving dishes and drinks</i> • <i>develops menu cards</i> • <i>plans and organizes the service of special events</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:



• Paying attention to key elements of the order, menu analysis	• The ability to prepare a concept related to a customers' order.
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • Selective reading: finding main information/wishes of the client • Underlining key words / phrases 	• <i>Preparation of the concept</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<p>Before reading: discussion about order, its key elements, and the structure of the text and key words</p> <p>During reading: paying attention to the key words on which the way of preparing the party will be dependent</p> <p>After reading: consolidation of the vocabulary, searching for links between the order and the offer of the restaurant.</p>	<p>Before writing: discussion of the menu, setting the table based on the text read, gathering ideas, analysing them, drawing up mind map</p> <p>Writing: writing a concept according to the customers' order</p> <p>After writing: feedback between students, discussion, writing the final version of the concept.</p>
Combination of reading and writing: What is the added value in the scenario? The student can: on the basis of the received order prepare a concept for the implementation of works related to the reception service taking into consideration the clients' wishes, his/her organisational skills, offer of the restaurant and the kind of the party.	



Annex 1

Opole. 12.04.2016r.

Restauracja „Nad Odrą”

ul. Piastowska 27

Opole

I am asking you to prepare a party for the official visit of the delegation of six Opole partner cities, which will take place on 14 July 2016. Each delegation consists of four people from City Offices from Bruntal, Bonn, Carrara, Kuopio, Grasse, Székesfehérvár. The Polish side is represented by six people from the City Hall of Opole.

The party should start at 7:00 p.m. from the aperitif. Then we propose a festive dinner, during which one representative of each delegation will give short speeches.

The party should take place in a room with an area of approx. 100 m².

Please prepare the menu and select the person responsible for organizing the party in order to arrange details.

Regards,

Małgorzata Sarnicka

Foreign Cooperation office





Description of the scenario: *Creating a blog – photography (Poland)*

<p>Role of the students': <i>You are an employee of a photography store who is responsible for running the blog.</i></p> <p>Situation: <i>Your task is to write an article on the blog about the protection of photographic equipment against adverse weather conditions.</i></p> <p>What is the task of the students': <i>The article must contain information about the accessories that are available in the store. They must be linked to the main idea of the article. The text is intended to persuade the recipient to use the offer of the shop.</i></p> <p>Source materials: <i>shop's offer attached to the task, descriptions of accessories available in the shop's offer.</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>18 +</i>
Educational background of the students	<i>gymnasium /primary school (reform of education - extinction of gymnasium schools in years 2017-2019)</i>
Educational programme / Field of application (subject or curricula)	<i>Phototechnik [911311] Photographer [343101]</i>
Heterogeneity of students'	<i>Diversified Group in terms of education, age, professional experience, technologists' acquaintances</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> <u>B2</u> <u>C1</u> C2
What are the content goals of the scenario?	<i>Creating a blog</i>
<p>What are the students' reading and writing skills to be fostered?</p> <p><i>Skills:</i></p> <p><i>Correct and consistent creation of advertising texts.</i></p> <p><i>Familiarize yourself with the photographic accessories.</i></p> <p><i>Practical application of selected photographic accessories images in everyday life.</i></p>	
Reading:	Writing:
<i>Searching for the most common facts from the source data materials.</i>	<i>The ability to formulate interesting texts containing the most relevant information.</i>
	<i>Expand professional vocabulary.</i>
Which aspects should be focused on in detail?	



<p>Selecting information from read texts.</p>	<p>Ability to build interesting written statements.</p> <p>Ability to combine information from different sources into a coherent text.</p> <p>Ability to create text of a marketing nature for posting on the Internet.</p>
<p>Which strategies are going to be trained / applied?</p>	
<p>Reading</p>	<p>Writing</p>
<p><i>Pre-Reading: discussion in groups on the protection of photographic equipment.</i></p> <p><i>During-reading: get acquainted with the contents of the shop's offer and with the description of accessories available in the shop.</i></p> <p><i>After reading: decide firstly individually (then in a group) how to include the shop's offer in an article about the protection of photographic equipment.</i></p>	<p><i>Pre-writing: group discussion on creating texts for a blog and creating an online article template.</i></p> <p><i>During writing: writing in a group. Creating articles with important and professional information.</i></p> <p><i>After writing: make a proposal of the article, feedback from other groups or from the teacher (peer feedback). Creating the final version, editing the blog.</i></p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p><i>Planning and writing a draft version.</i></p> <p><i>Getting better acquainted with the blog's formula.</i></p> <p><i>Development of technical vocabulary.</i></p> <p><i>Familiarize yourself with enhanced photographic accessories.</i></p> <p><i>Creating a coherent, interesting text.</i></p> <p><i>Editing a homogeneous text.</i></p>	

Description of the scenario: *Creating a brochure- Graphic designer (Poland)*

<p>Role of the students': <i>You are a computer graphic designer working in a private graphic laboratory.</i></p> <p>Situation: <i>You received an order to take photos and prepare a special brochure promoting Tri-City. For this brochure you will use the current raster graphics application (e.g. Adobe Photoshop).</i></p> <p>What is the task of the students': <i>The brochure is to be prepared in A5 format in CMYK colour mode keeping the maritime colours (scale of grey and blue). Use three photos of the Tri-City for the project. Read the available information materials about the Tri-City. Review the available informative brochures promoting Tri-City or other places/cities. Review the available photos of the Tri-City. Create a text based on the provided materials for the target group "families".</i></p> <p>Source materials: <i>Available texts about the Tri-City, photos of the Tri-City taken by yourself.</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>18 +</i>
Educational background of the students	<i>gymnasium /primary school (reform of education - extinction of gymnasium schools in years 2017-2019)</i>
Educational programme / Field of application (subject or curricula)	<i>Photographer [343101]</i>
Heterogeneity of students'	<i>Diversified Group in terms of education, age, professional experience, technologists' acquaintances</i>
Average language level of the students (CEFR)	A1 A2 <u>B1 B2 C1 C2</u>
What are the content goals of the scenario?	<p><i>Creating a brochure</i></p> <p><i>Designing with raster.</i></p> <p><i>Correct image recording and correction.</i></p>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<p><i>Skills:</i></p> <p><i>General text understanding</i></p> <p><i>Selecting the most important information from the text and including it in the brochure.</i></p>	<p><i>Skills:</i></p> <p><i>Summarizing texts</i></p> <p><i>Selecting the most important information from different texts and include it in the brochure.</i></p>
Which aspects should be focused on in detail?	



<i>Finding key issues in a longer text.</i>	<i>The ability to formulate informational texts.</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<i>Ability to access source texts. Selecting information from read texts.</i>	<i>Ability to build concise and short written statements. The ability to combine information from different sources into a coherent text.</i>
Combination of reading and writing: What is the added value in the scenario? <i>Reading is a pre-writing activity. In the revision phase, reading is a post-writing activity. By reading student is able to find the necessary information in a various literary genres to then draw up a species-homogenous text. The student is able to access key information in the text and on the basis of acquired knowledge build short text forms formulated in an attractive way for the recipient.</i>	

Description of the scenario: *Writing an order* (Poland)

<p>Role of the students': <i>You are an accountant in General Food Company dealing with trade in commodity products</i></p> <p>Situation: <i>You have received a letter with an offer containing a catalogue of electrical equipment with characteristics and prices of these products.</i></p> <p>What is the task of the students': <i>Create a response to the offer approving the purchase of new electrical equipment for the General Food Company.</i></p> <p>Source: <i>The electrical equipment sale offer, a draft of a formal letter.</i></p>	
Length of scenario (min or hours or lessons)	<i>2 hours (2 x 45 min)</i>
Age of students	<i>18 +</i>
Educational background of the students	<i>gymnasium /primary school (reform of education - extinction of gymnasium schools in years 2017-2019)</i>
Educational programme / Field of application (subject or curricula)	<i>Accountant [431103] Economist [331403]</i>
Heterogeneity of students'	<i>Diversified group in terms of education, age, professional experience, technologists' acquaintances</i>
Average language level of the students (CEFR)	<i>A1 A2 B1 B2 C1 C2</i>
What are the content goals of the scenario?	<i>Writing an order</i>
<p>What are the students' reading and writing skills to be fostered?</p> <p><i>Skills:</i></p> <p><i>The ability to use the program to create text content, e.g: Microsoft Office Word.</i></p> <p><i>The ability to select the most important information from the text and include it in the reply.</i></p> <p><i>Knowledge of costing and current market prices.</i></p> <p><i>Knowledge of formal phrases used to create postal correspondence.</i></p>	
Reading:	Writing:
<i>Getting acquainted with the offer and the formal form of the letter/document</i>	<i>Creating a letterhead The use of formal vocabulary</i>
Which aspects should be focused on in detail?	
<i>Select information from the texts you have read.</i>	<i>Ability to build concise written statements.</i>



<p><i>Enhancing the schemes of the received materials with regard to formal requirements for the creation of correspondence.</i></p>	<p><i>The ability to create formal phrases in magazines.</i></p> <p><i>Creating correspondence in accordance with the requirements concerning the graphic and substantive part.</i></p>
<p>Which strategies are going to be trained / applied?</p>	
<p>Reading</p>	<p>Writing</p>
<p><i>Pre-Reading: group discussion on the information received.</i></p> <p><i>During-reading: offer analysis.</i></p> <p><i>After-reading: individual decisions (first individually, then in a group) about using the offer.</i></p>	<p><i>Pre-writing: Planning how the respond to the letter should look like.</i></p> <p><i>During writing: writing in a group. Constructing the responses to the offers.</i></p> <p><i>After writing: presentation of an order proposal, feedback from other students or a teacher (peer / teacher feedback). Produce the final version of the reply.</i></p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p><i>The student is able to analyse the offer and prepare formal correspondence. The student is able to access key information in the text and to make a short and concise answer on the basis of the acquired knowledge.</i></p>	



Description of the scenario: *Preparing and describing a work place according to the safety rules (Poland)*

Role of the students': <i>You are an office worker</i> Situation: <i>You work in an office. Your boss has asked you and your colleague to prepare a computer work place for a new employee.</i> What is the task of the students': <i>Read the ordinance of the Minister of Labour and Social Policy of 1998 about the safety and hygiene of work in work places equipped with screen monitors (Journal of Laws No. 148, item 973). Discuss in group how to prepare an ergonomic workplace. Then write an e-mail to your boss and describe how you have prepared the work place.</i> Source: <i>Photos from the Internet with a properly / not properly prepared workplaces; legal acts.</i>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students	<i>18 +</i>
Educational background of the students	<i>gymnasium /primary school (reform of education - extinction of gymnasium schools in years 2017-2019)</i>
Educational programme / Field of application (subject or curricula)	<i>Accountant [431103] Economist [331403]</i>
Heterogeneity of students'	<i>Diversified Group in terms of education, age, professional experience, technologists' acquaintances</i>
Average language level of the students (CEFR)	A1 A2 B1 B2 C1 C2
What are the content goals of the scenario?	<i>Preparing and describing a work place according to the safety rules</i>
What are the students' reading and writing skills to be fostered? <i>Skills:</i> <i>Selecting the most important information from legal acts.</i> <i>Preparing the office work place in accordance with the requirements.</i>	
Reading:	Writing:
<i>Finding key issues in a diverse texts/documents</i>	<i>Ability to build short and concise statements in e-mail messages.</i>
Which aspects should be focused on in detail?	
<i>Selection of information from legislation documents.</i> <i>Getting to know new vocabulary</i> <i>Preparation of the new work place in</i>	<i>Ability to build concise and short written statements.</i> <i>Ability to combine information into a coherent</i>



<i>accordance with the requirements</i>	<p><i>text.</i></p> <p><i>Use of professional vocabulary.</i></p>
Which strategies are going to be trained / applied?	
Reading	Writing
<p><i>Pre-Reading: discussion on the basis of the attached photo of an incorrectly prepared work place.</i></p> <p><i>During-reading: getting to know the legal act on the minimum health and safety requirements and ergonomics to be met by a worker working on a computer position.</i></p> <p><i>After reading: preparing the workplace on the basis of the information gained; presentation of the work place, feedback between groups</i></p>	<p><i>Pre-writing: Create notes to provide a basis for the preparation of e-mails to your boss .</i></p> <p><i>During writing: writing in a group. Email editing in the form of short, concise sentences/text containing the most important information. Creation of personal written statements on the basis of acquainted texts.</i></p> <p><i>After writing: presenting a proposal of an e-mail, feedback from other groups or teacher (peer feedback). Creating a final version of the message.</i></p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p><i>The student is able to choose the key information from the legal act and on the basis of the acquired knowledge describe the work place in a formal e-mail message to the boss.</i></p>	

Description of the scenario: *Electrician (Romania)*

<p>Role of the students: you are an electrician employed by the company Neon SRL</p> <p>Situation: the Nicu family has a house on top of a hill and during thunderstorms they are surrounded by lightning. They are scared that their house may be struck, therefore they decide to contact a company providing electrical services to find a solution to this problem for their own safety.</p> <p>What is the task of the students:</p> <p>Basic: Write an email to the family explaining the causes of the phenomenon and suggesting a solution from the electrician's perspective.</p> <p>Source:</p> <p>1. textbook: Electrotehnica aplicata, authors: Sabina Hiloni, Florin Hiloni, pp.. 8-12</p> <p>2. text : any kind of descriptive text about lightning, 1-2 pages long including 1-2 pictures with light</p>	
Length of scenario (min or hours or lessons)	<i>2 hours</i>
Age of students	<i>15-16 years, 10th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 2 electrotechnical technician</i>
Heterogeneity of students	<i>Not relevant</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> <u>B2</u> C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> - Identify the conditions in which lightning may occur - Analyse the transfer of the electric charge in different types of materials - Explain the frequent phenomenon of lightning around the house of the Nicu family - Explain the role of the lightning rod in protecting life <p>New concept: transfer of the electric charge</p>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:



Comprehension of a complex text (description).	Write an email.
Which aspects should be focused on in detail?	
Reading:	Writing:
Locating and corroborating relevant information from 2 sources	How to write a descriptive text including cause-effect relationship.
Which strategies are going to be trained / applied?	
Reading:	Writing:
<p>3. Reading for specific information: reading to identify answers to W (during-reading/pre-writing); reading text from two sources—Annex 1</p> <p>7. Read each other's paragraphs and give peer feedback (clarity of the explanations etc.). (post writing)</p>	<p>1. KWL (K)- in groups, write your answer (a list): What do you know about lightning? (pre-reading) – Annex 1</p> <p>2. KWL (W) - Annex 1</p> <p>4. Cause-effect organiser: complete the cause-effect graphic organiser (post-reading)—Annex 2</p> <p>5. L – write answers to W – Annex 1</p> <p>6. Free writing: write email with 2 paragraphs (1 – to explain the phenomenon, 2 – to suggest solutions) - individually. (during writing)</p> <p>8. Revision of the email, if necessary.</p>
Combination of reading and writing: What is the added value in the scenario? <ul style="list-style-type: none"> Transferring information from linear text to a graphic organiser (cause-effect) to enhance understanding of the text about lightning and produce an explanation in a non-specialised language. Reading a text in order to fill in a graphic organiser and further write an email. 	

Annex 1

K (know)	W (wonder)	L (learn)



Annex 2

Effect:

Cause:

Effect:

Effect:



Description of the scenario: *What type of music do you prefer?* (Romania)

Role of the students: You want to know what type of music the students in your school prefer and get approval from school management to broadcast it.

Situation: You are in the group of students that play music during breaks on your school radio station.

What is the task of the students: the student collects and processes statistical data about the genre of music that students in the school prefer. He / she writes a request letter to the school management so as to get their approval in order to broadcast the students' favourite type of music.

Source: - Internet (request letter templates)

- textbook Matematica clasa a X-a, Marius Burtea, Editura Campion 2015, pag 208-210, 216-222.

Length of scenario (min or hours or lessons)	<i>4 hours</i>
Age of students	<i>15-16 years, 10th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 2 electrotechnics technician / Maths</i>
Heterogeneity of students	<i>Not relevant</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1 B2</u> C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none"> • Establish data collection strategy • Collection of statistical data • Graphic representation of statistical data • Write a request letter to the school management <p>New concept: collect, classify and process statistical data</p>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:



<ul style="list-style-type: none"> • Reading a text from the textbook; • Reading the data collected. 	<ul style="list-style-type: none"> • Write the processed statistical data; • Write a formal request letter.
Which aspects should be focused on in detail?	
Reading:	Writing:
Identify relevant information from the text (reading for specific information).	Make a diagram with the statistical data collected and write a formal request letter.
Which strategies are going to be trained / applied?	
Reading:	Writing:
<p>1. Skim 1-2 statistical reports and discuss with peers about the methodology of the statistical study and structure of the reports.</p> <p>3. Read and identify specific information in a text; share your understanding</p> <p>7. Reading for general information (formal request letter templates and characteristics)</p>	<p>2. Write the summary of your discussion</p> <p>4. Decide on a strategy and tools necessary for collecting data.</p> <p>5. Collect students' poll data and write them in a table (organize the collected data).</p> <p>6. Graphic representation of data (diagram) as shown in the textbook</p> <p>8. Write a formal request letter to the school management.</p>
Combination of reading and writing: What is the added value in the scenario? The reading activities are the basis of the request letter written to the school management, the students providing arguments based on numbers and statistical data (the poll results).	

Annex

Description of the text in the textbook

It is a 5-page text which contains definitions (mathematical statistics, statistical population, statistical variable, quantitative variable, qualitative variable, continuous variable, discrete variable, absolute frequency, relative frequency, cumulative frequency); after each definition, 2-3 examples are provided. The text also provides information about different types of graphs (column and bar graphs, pie charts, frequency polygon, histogram), it explains how to draw graphs, and for each type of graph it provides an example.







Description of the scenario: *Summer job at automation company (Romania)*

Role of the students: you decided to get a summer job at an automation company in order to gain experience in the field and also to earn some money that would help you make your dream of visiting London come true. You contact the Human Resources department at SC Electron SA. When you ask about the employment opportunities, a Human Resources employee provides you with a brochure entitled “Occupational standard for automation technicians”

Situation: you are a student in the 10th grade at the Technical Energetic College and you want to get a summer job.

What is the task of the students:

Write an application letter for the position/job desired.

Source: internet (text: occupational standard for automation technicians, application letter templates)

Length of scenario (min or hours or lessons)	<i>3 hours</i>
Age of students	<i>15-16 years, 10th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 2 electrotechnics technician / Psychology</i>
<u>Heterogeneity</u> of students	<i>Not relevant</i>
Average language level of the students (CEFR)	<i>A1 A2 <u>B1 B2</u> C1 C2</i>
What are the content goals of the scenario?	<ul style="list-style-type: none"> • Read the text about the occupational standard for automation technicians • Organise the information from the text under the following headings: skills, knowledge, temper, character (graphic organiser) • Make a SWOT analysis (strong and weak points the student has, opportunities and threats in getting the job) <p>New concept: occupational standard</p>
What are the students’ reading and writing skills to be fostered?	
Reading:	Writing:
Read the text about the occupational standard (description, technical) – annex 1	Fill in SWOT analysis chart



	Write an application letter
Which aspects should be focused on in detail?	
Reading:	Writing:
Locating and classifying relevant information from mixed text (descriptive and technical)	How to write an application letter based on information used in the SWOT analysis chart
Which strategies are going to be trained / applied?	
Reading:	Writing:
<p>1. Read the text using INSERT symbols/ checkmarks:</p> <ul style="list-style-type: none"> ✓ For information you already know about the topic (what you understand or is clear) ✓ ? For information you don't understand or need clarifying + For new information - For information you disagree with or that differs from what you know <p>5. Read about application letter templates and characteristics</p>	<p>2. Fill in the INSERT table – annex 2</p> <p>3. Complete the graphic organiser of the 4 concepts given – annex 3</p> <p>4. Fill in the SWOT analysis chart – annex 4</p> <p>6. Write an application letter based on a template</p>
Combination of reading and writing: What is the added value in the scenario? <ul style="list-style-type: none"> Transferring information from linear text to a graphic organiser to enhance understanding of the text about occupational standards and produce an application letter using that information in a non-specialised language. 	

Annex 1

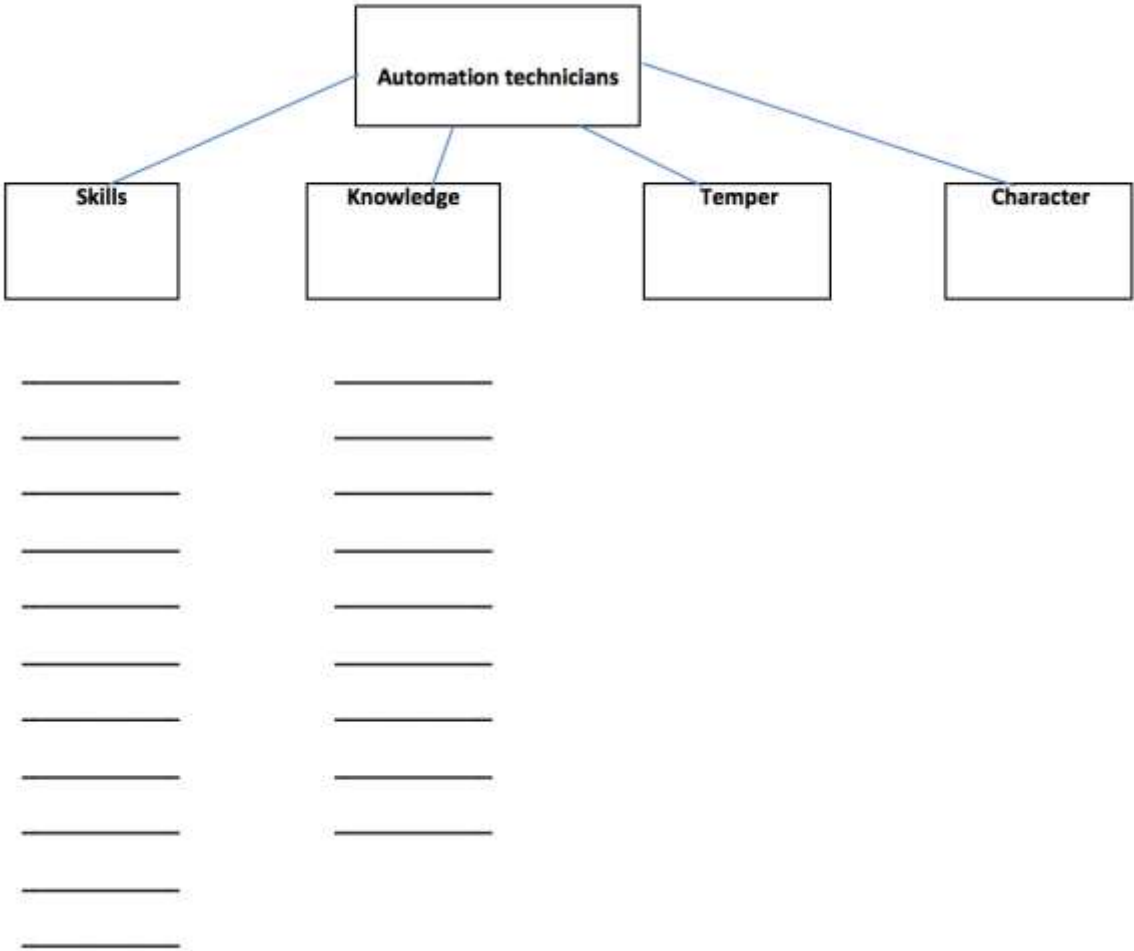


A text from the internet on the topic chosen- the occupational standard for automation technicians; it is both descriptive (it details the skills required for the job, the characteristics and communicative abilities) and technical (it details the responsibilities and uses technical vocabulary to describe what an employee in that position should do).

Annex 2

Symbol/ checkmark	Information
✓	
?	
+	
-	

Annex 3



Annex 4





SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS





Description of the scenario: *How to facilitate communication?* (Romania)

Role of the students: You have a summer job at SC NEON SRL and your boss asked you to personalise/ customise your workspace to facilitate communication among employees. Your deskmate works with you at the same stand and you decided to make a LED light sequencer circuit that contains both your first names. Since the company has numerous demultiplexer integrated circuits in stock, you could use them for your project. Make a report for the foreman instructor including the blueprint of your LED light sequencer circuit, the types of demultiplexer used, your arguments for using a certain type of demultiplexer and the sequence in which the letters would light up.

What is the task of the students:

Basic: Find which circuits you need in order to make the LED light sequencer circuit.

Advanced: Make a report for the foreman instructor including the blueprint of your LED light sequencer circuit, the types of demultiplexer used, your arguments for using a certain type of demultiplexer and the sequence in which the letters would light up.

Source:

Internet, Auxiliary: Circuite electrice, vol I-II, authors: Angela Oprisor and Sorina Zirbo, pp. 29-32

Length of scenario (min or hours or lessons)	<i>2 hours</i>
Age of students	<i>15-16 years, 11th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 3 electronics technician</i>
<u>Heterogeneity</u> of students	<i>Not relevant</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> <u>B2</u> C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> - Identify the integrated circuits according to symbol, shape and code - Fill in the chart about demultiplexers - Explain the functioning of demultiplexers <p>New concept: demultiplexers</p>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:



<ul style="list-style-type: none"> • Reading for specific information - a technical text about demultiplexers • Reading codes and diagrams 	<ul style="list-style-type: none"> • Drawing the symbols of the demultiplexer. • Writing the codes corresponding to the input/output lines of the demultiplexer • Describing the role of the input/output lines of the demultiplexer • Filling in a chart • Writing an argumentative report
Which aspects should be focused on in detail?	
Reading:	Writing:
Locating relevant information from multiple sources	Selecting information and making a graphic organiser in order to be able to compare two types of integrated circuits.
Which strategies are going to be trained / applied?	
Reading:	Writing:
<ul style="list-style-type: none"> • 2. Read the text and diagrams in the text given about demultiplexers (definition, role of input/output lines, symbols) – annex 1 (pre-writing) • 4. Read previously acquired information about multiplexers in notebooks (pre-writing) • 7. Read report templates (pre-writing) 	<ul style="list-style-type: none"> • 1. Brainstorming starting from the <i>STOP</i> LED light sequencer circuit (pre-reading) • 3. Fill in the worksheet and diagram -annex 2 • 5. Compare information about multiplexers from notebooks with information about demultiplexers from the text given; make a mind map with MUX vs DMUX (post-reading) • 6. Make a blueprint for the LED light sequencer circuit using the mind map (during writing) • 8. Use a template and make a report for the foreman instructor including the blueprint of the LED light sequencer circuit, types of demultiplexer used, arguments for using a

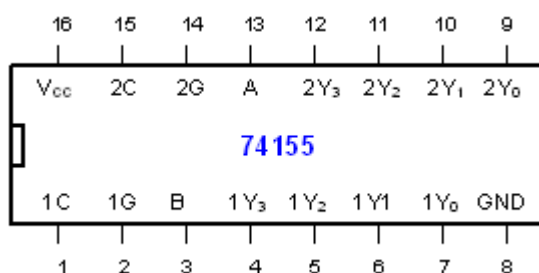


	certain type of demultiplexer and the sequence in which the letters would light up (post-reading).
Combination of reading and writing: What is the added value in the scenario? <ul style="list-style-type: none">• The writing activity at the beginning (brainstorming) is the scaffolding for reading• Reading the text / the image is the preparation for writing codes and diagrams• Reading /analysing report templates helps to write the report for the foreman instructor.	

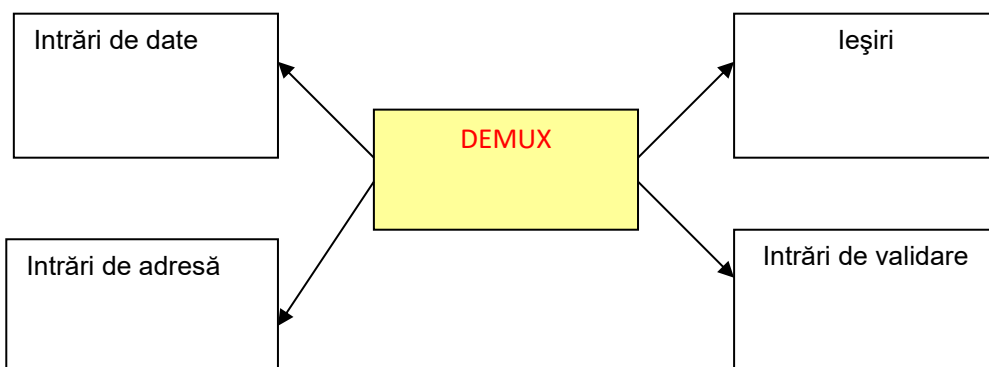
Annex 1

A text from Auxiliary: Circuite electrice, vol I-II, authors: Angela Oprisor and Sorina Zirbo, pp. 29-32; it is a technical text about demultiplexers that contains both linear text (definition, role of input/output lines, symbols) and images (diagram, chart)

Annex 2 Worksheet



1. identify the type of demultiplexer in the picture.
2. Mark the symbol/ code for the appropriate demultiplexer.
3. Fill in the spider diagram with the appropriate input and output lines, addresses and validations.



4. Fill in the chart

B	A	1C	Y ₀	Y ₁	Y ₂	Y ₃
0	0	0				
0	0	1				
0	1	0				
0	1	1				
1	0	0				
1	0	1				
1	1	0				
1	1	1				

Description of the scenario: *The sockets don't work (Romania)*

Role of the student: You are an electrician at the company “Electricus”; a household consumer has no voltage at the sockets as the circuit breakers in the apartment’s electrical panel doesn’t work and has complained to the company; the foreman instructor has asked you to identify the problem, write a report about it and find a solution.

Situation: you are an electrician at the company “Electricus” that deals with the fitting, maintaining and repairing low voltage electrical installations.

What is the task of the student:**Basic:**

Write a documented report including primary research and own opinion; include advantages and disadvantages of circuit breakers in comparison with one-time fuses.

Advanced:

+ Find a solution to the problem described and write

Source: Aparate electrice, textbook for vocational schools – specialisation Electrotechnics, authors: A. Popa, Gh. Cosmin; internet (catalogues)

Length of scenario (min or hours or lessons)	<i>2 hours</i>
Age of students	<i>15-16 years, 10th grade</i>
Educational background of students	<i>Lower secondary</i>
Educational programme / Field of application (subject or curricula)	<i>Year 2 electrical technicians / Electrical equipments</i>
<u>Heterogeneity</u> of students	<i>Not relevant</i>
Average language level of the students (CEFR)	A1 A2 <u>B1</u> <u>B2</u> C1 C2
What are the content goals of the scenario?	<ul style="list-style-type: none"> • <i>Analyse the role of circuit breakers</i> • <i>Identify fuse types</i> • <i>Make a list of the advantages and disadvantages of circuit breakers</i> • <i>Identify nominal parameters of circuit breakers in the catalogue of an electrical appliances manufacturer</i> • <i>Describe the flaw in the functioning of the circuit breaker and the solution to the problem.</i> • <i>Write a documented report.</i> <p>New concept: circuit breakers</p>
What are the students’ reading and writing skills to be fostered?	



Reading:	Writing:
Locating relevant information from mixed text (descriptive and technical)	How to write a documented report
Which aspects should be focused on in detail?	
Reading:	Writing:
Locating specific information in the text Scanning catalogues to locate relevant information	Filling in an anticipation guide Filling in the Frayer chart Writing a documented report
Which strategies are going to be trained / applied?	
Reading:	Writing:
<p>2. Reading the text/ pictures for specific information - annex 2 (pre-writing)</p> <p>5. Scanning catalogues on the internet (pre-writing)</p>	<p>1. Fill in the first column of the anticipation guide (pre-reading) - annex 1</p> <p>3. Check the answers in the guide and fill in the second column if the answer in the first column was wrong - annex 1</p> <p>4. Fill in the Frayer chart (post-reading) –annex 3</p> <p>6. Write a documented report including primary research and own opinion, advantages and disadvantages of circuit breakers in comparison with one-time fuses (post-reading)</p> <p>7. Write about a solution to the problem in the electrical installation - extra paragraph in the report</p>
Combination of reading and writing: What is the added value in the scenario? <ul style="list-style-type: none"> Transferring information from catalogues and write a documented report based on the information read and according to a concrete real-life situation 	



Annex 1

Anticipation guide

Before reading	STATEMENTS	After reading
TRUE/ FALSE		TRUE/ FALSE
	S1 – statement that can be found in the text	
	S2 – statement that can be found in the text	
	S3 – statement that is implied by text	
	S4 – statement that is implied by text	

Annex 2

A text from the textbook about circuit breakers; it is both descriptive (it details the characteristics, advantages and disadvantages of circuit breakers) and technical (parameters of circuit breakers). The text also includes pictures.

Annex 3

The Frayer Chart

What it is...	What it is <u>not</u>
Types:	Advantages: Disadvantages:



Description of the scenario: *Persons of justice* (Germany)

Role of the students': *You are working as an apprentice for lawyer at a law firm Hohenstein and Partner.*

Situation: *Your boss has been asked to write an article of the persons of justice for a magazine.*

What is the task of the students':

Reading a dialog and planning the following steps.

- *Reading the text of information.*
- *Creating a diagram.*
- *Writing an article for a magazine.*
- *Presenting and checking the written article.*

Source: *text of information (www.thebalancecareers.com/legal-career-opportunities-2164281)*

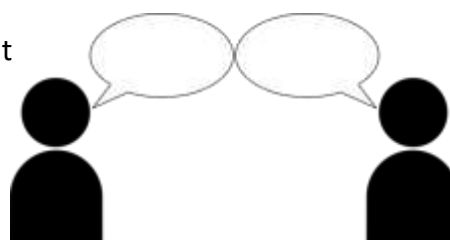
Length of scenario (min or hours or lessons)	<i>lessons (6 x 45 min)</i>
Age of students	<i>16– 20</i>
Educational background of the students	<i>Secondary school qualification (90%), high school graduation (10%)</i>
Educational programme / Field of application (subject or curricula)	<i>Apprentice for lawyer/ first year</i>
<u>Heterogeneity</u> of students'	<i>Large in terms of reading</i> <i>Large in terms of writing</i> <i>Large in terms of job related competences</i>
Average language level of the students (CEFR)	A1 A2 B1 B2 C1 C2
What are the content goals of the scenario?	<i>Understanding of the terms / concept of:</i> <i>- the person of justice</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<i>Comprehension of instruction texts of information</i>	<i>Manual writing (informative text type)</i>
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • <i>Transferring local coherence to text coherence</i> 	<ul style="list-style-type: none"> • <i>Creating a structure in form of a diagram</i>



<ul style="list-style-type: none"> Connecting text content to professional practise 	<ul style="list-style-type: none"> Writing an article Checking the comprehensibility and correctness of the written text
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> Using the SQ3R-method (annex 1) Comparing the text information with personal job experience 	<ul style="list-style-type: none"> Structuring Collaborative writing Peer-Feedback
Combination of reading and writing: What is the added value in the scenario? <p>The reading tasks can be seen as pre-writing tasks, in so far as the students read the text with a given reading method and draw up a diagram which helps to build up their content knowledge and help them to structure the writing.</p> <p>The writing tasks deepen the understanding of the text by motivating the reader to write a coherent text by using their diagrams.</p> <p>Peer-Feedback can only be given, when the person who gives the feedback by reading a classmates text (reading tasks as a post writing task). In this way the person who gives feedback increase the understanding for important writing issues.</p>	

Mia Roma is an apprentice in lawyer at the law firm Hohenstein. The law firm is located in Ludwighafen. At the law firm work Mr. Maximilian Hohenstein (lawyer), Mr. Alexander Lump (lawyer) and Mrs. Constanze Abendschein (secretary).

Mia likes working at the law firm, but sometimes she felt overwhelmed by the different and new tasks she has to perform. Today Mr. Hohenstein aks her to the office.



www.clipartpanda.com

Herr Hohenstein:	Mia, thank you, for coming immediately. Please sit down.
Mia:	Yes, thank you.
Herr Hohenstein:	We have the opportunity writing a newspaper article for the magazine Mako. They would like to inform about the persons of



	justice. It would be great, if an article of our organisation would appear. You definitely know, that would be great for our image.
Mia:	Yes, I understand.
Herr Hohenstein:	You also know, that I have a lot of work. So please, write an first draft.
Mia:	Mhh, ähhh, ok? ...
Herr Hohenstein:	Don`'t worry, Mia. Step by step.
Mia:	What ideas do you have about the article? About which details should the article report?
Herr Hohenstein:	<p>First you will inform about the persons of justice. Therefore I will give some texts of informations. With this help you will create a diagramm about the apprenticeship, the tasks, the professional position and the particularities of each person of justice.</p> <p>In the end, the report should be structured as follows: First you write an introductory sentence, who belongs to the circle of persons of justice, then we insert the table and finally make a comparison between two persons. This comparison is then made in writing in a continuous text. And done!</p>
Mia:	Fine, thank you.
Herr Hohenstein:	Yes! And it is urgent! I'll give you the information immediately. Please get to work immediately!
Mia:	Fine, thank you.



Oh no ... what a task. Since it was easier to make the filing...

Tasks



1. You now support Mia. First make the work order conscious.

- Write down what Mia's job is.
- Write down how Mia should proceed.



2. Now it starts: Find out the professional knowledge. (70 minutes)



- Read the information text on the persons in the legal system by means of the reading method in the appendix.
- Create a graph of the content of the text that summarizes the most important aspects.



- Introduce your panel picture in a small group. Select a graph. You can optimize this together.



3. Now you have read the basics: Use your professional knowledge. (Time: 45 minutes)

- Fill out the graph on the education, tasks, position and characteristics of persons involved in the administration of justice.





4. Continue working with the graph. (45 minutes)



- Write the introduction to the newspaper article.
- Compare two persons involved in the administration of justice in a continuous text.



5. Now comes the fine tuning: Optimize and present your articles.

- Exchanges the item with another pair and makes improvements.
- Presents the finished article of the class.



Appendix: Reading Method (compare: SQ3R-method)

1. Skim through a text and capture the topic.

Read the text. But do not pay attention to every detail. After reading, you should only be able to answer the following questions:

- What's the topic?
- How is the text structured? Are there paragraphs?

2. Mark and explain difficult words and passages.

- a) Read the text carefully now. Mark words and passages that you do not understand.
- b) Try to explain your underlined words in context.
Search for it in the dictionary or ask your classmates.

3. Ask questions to the text.

Ask the content of the text with the W questions (who, where, what, when, how, etc.)

Note: Not every text answers all questions.

4. Divide the text into sections and find subheadings.

- a) Divide the text into meaningful sections. Pay particular attention to when something new happens:
 - a new thought is communicated



- a new activity is started

b) Find a subheading for each section.







Description of the scenario: *Frequently asked questions about a lawyer and a law firm (Germany)*

Role of the students': *You are working as an apprentice for lawyer at a law firm Hohenstein and Partner.*

Situation: *Your boss has been asked to write frequently asked questions for the homepage of the law firm.*

What is the task of the students':

- *Reading a dialog and planning the following steps.*
- *Reading the text of information and of a law.*
- *Writing down some questions in a speech bubble.*
- *Writing down questions and the corresponding answers.*
- *Presenting and checking the frequently asked questions and answers.*

Source: *text of a law and information (www.gesetze-im-internet.de, www.brak.de, www.totaljobs.com)*

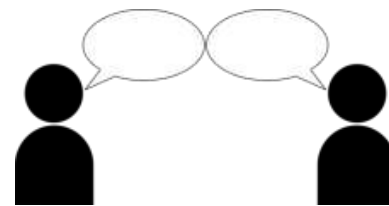
Length of scenario (min or hours or lessons)	6 lessons (6 x 45 min)
Age of students	16– 20
Educational background of the students	Secondary school qualification (90%), high school graduation (10%)
Educational programme / Field of application (subject or curricula)	Apprentice for lawyer/ first year
Heterogeneity of students'	Large in terms of reading Large in terms of writing Large in terms of job related competences
Average language level of the students (CEFR)	A1 <u>A2</u> B1 <u>B2</u> C1 C2
What are the content goals of the scenario?	Understanding of the terms / concept of: - the lawyers work
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<i>Comprehension of instruction texts of information and a law</i>	<i>Manual writing (informative text type)</i>



Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • <i>Transferring local coherence to text coherence</i> • <i>Connecting text content to professional practise</i> 	<ul style="list-style-type: none"> • <i>Creating a structure in form of speech bubbles (annex 1)</i> • <i>Writing frequently asked questions and the corresponding answers</i> • <i>Checking the comprehensibility and correctness of the written text</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • <i>Establishing a connection with the text they are to read by anticipating some of the ideas in the text</i> • <i>Focusing on what is important in the reading by distinguishing between relevant and irrelevant information</i> • <i>Understanding the meaning of essential vocabulary</i> • <i>Comparing the text information with personal job experience</i> 	<ul style="list-style-type: none"> • <i>Structuring</i> • <i>Collaborative writing</i> • <i>Peer-Feedback</i>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The reading tasks can be seen as pre-writing tasks, in so far as the students make speech bubbles which helps to build up their content knowledge and help them to structure the writing. The writing tasks deepen the understanding of the text by motivating the reader to write a coherent text by using their own structure.</p> <p>Peer-Feedback can only be given, when the person who gives the feedback by reading a classmates text (reading tasks as a post writing task). In this way the person who gives feedback increase the understanding for important writing issues.</p>	



Mr. Hohenstein calls Mia in his office again. She is excited what he wants her to do this time.



www.clipartpanda.com

Herr Hohenstein:	Mia, have you already read the article in the magazine?
Mia:	Yes, I liked reading our names at the end of the article.
Herr Hohenstein:	You really did a good work.
Mia:	Mhhh.
Herr Hohenstein:	Right now we would like to create a new category on our homepage.
Mia:	Oh ok. And about which topic will the category be?
Herr Hohenstein:	We would like to print frequently asked questions about lawyers.
Mia:	I understand. Frequently asked questions are always helpful.
Herr Hohenstein:	Please think about some questions and answer them. Do not forget to integrate – if possible – the text of a law.
Mia:	Ok.



Ohoh, I have to do another work that will be published. Soon I will be famous...



Tasks



1. You now support Mia. First make the work order conscious.

- Write down what Mia's job is.
- Write down how Mia should proceed.



2. Now it starts: Find out the professional knowledge. (90 minutes)



- Read the text of information and of law following the three links below:
https://www.brak.de/w/files/02_fuer_anwaelte/brao_engl_090615.pdf,
http://www.gesetze-im-internet.de/englisch_rdg/englisch_rdg.pdf,
<https://www.totaljobs.com/careers-advice/job-profile/legal-jobs/lawyer-job-description>.
- Think about potential questions to the text. Write the question in speech bubbles. (You could use the speech bubbles in the annex).



3. Now you have read the basics: Use your professional knowledge. (45 minutes)



- Work together in a group. Write down questions and the corresponding answers. Do not forget to integrate some parts of the legal text in your answers.



4. What have you done? Present your frequently asked questions your classmates.



- Exchange your document with another group.
- Answer the questions of the other group.
- Make improvements if necessarily.





Appendix

Description of the scenario: *Writing a Lawyer's letter (Germany)*

Role of the students': <i>You are working as an apprentice for lawyer at a law firm Hohenstein and Partner.</i> Situation: <i>Your boss has been asked to write a lawyer's letter.</i> What is the task of the students': <i>- Reading a case-situation and planning the following steps.</i> <i>- Mind-mapping the essential components of a lawyer's letter including the lawyer's bill.</i> <i>- Reading the text blocks.</i> <i>- Sorting the text blocks into an appropriate order.</i> <i>- Writing the lawyer's letter.</i> <i>- Presenting and checking the lawyer's letters.</i> Source: <i>text blocks</i>	
Length of scenario (min or hours or lessons)	<i>3 lessons (3 x 45 min)</i>
Age of students	<i>16– 20</i>
Educational background of the students	<i>Secondary school qualification (90%), high school graduation (10%)</i>
Educational programme / Field of application (subject or curricula)	<i>Apprentice for lawyer/ first year</i>
Heterogeneity of students'	<i>Large in terms of reading</i> <i>Large in terms of writing</i> <i>Large in terms of job related competences</i>
Average language level of the students (CEFR)	A1 A2 B1 B2 C1 C2
What are the content goals of the scenario?	<i>Understanding of the terms / concept of:</i> <i>- a lawyer's letter including the lawyer's bill</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
<i>Comprehension of instruction texts</i>	<i>Manual writing (Informative text type)</i>
Which aspects should be focused on in detail?	
• <i>Transferring local coherence to text</i>	• <i>Creating a structure (annex 1)</i>



<i>coherence</i> <ul style="list-style-type: none"> • <i>Connecting text content to professional</i> 	<ul style="list-style-type: none"> • <i>Writing a letter</i> • <i>Checking the comprehensibility of the written text</i>
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • <i>Thinking aloud – linking information with prior knowledge</i> • <i>Sorting the text blocks into an appropriate order (annex 1)</i> • <i>Comparing the text information with personal job experience</i> 	<ul style="list-style-type: none"> • <i>Using concept definition map</i> • <i>Using a writing plan (annex 1)</i> • <i>Peer-Feedback</i>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The reading tasks can be seen as pre-writing tasks, in so far as the students sorting text blocks into an appropriate order which helps to build up their content knowledge and help them to structure the writing.</p> <p>The writing tasks deepen the understanding of the text by motivating the reader to write a coherent text by using concept definition map and a writing plan.</p> <p>Peer-Feedback can only be given, when the person who gives the feedback by reading a classmates text (reading tasks as a post writing task). In this way the person who gives feedback increase the understanding for important writing issues.</p>	



Since you have meanwhile come to the conclusion that a lawyer's letter of formal notice is the most appropriate measure to take in the matter of Dr. Scheppert . / . Dr. Hicks (s.a. scenario 3), let's turn back to our original case:

Dr. Scheppert has sold Dr. Angela Hicks, At the old fortress 5, 76829 Landau, his second-hand, 5 year old Porsche 911 GTS 4 for 90.000,00 € on 21. July 2016. Dr. Scheppert and Dr. Hicks agreed in a sale contract on 21. July 2016 that the vendor will deliver the Porsche to the buyer's home address and on this occasion will hand over the invoice. According to a notice of receipt of 22. July 2016 Dr. Hicks received both the Porsche and the invoice as agreed in the sale contract.

The invoice contains the notice that the purchase price is due to be paid within 30 days after receipt of invoice (and payability).

Since the buyer is a very good friend and Dr. Scheppert's year-long golf partner, your client Dr. Scheppert was of the opinion that the purchase price will be paid in due time.

For this reason he is utterly astonished that the account has not been settled so far.

Dr. Scheppert has meanwhile given power of attorney to your law firm to institute legal proceedings in case a letter of formal notice will not prove successful.

You have already informed your instructor of legal training that Dr. Scheppert has a legal claim by purchase contract to be paid the purchase price according to § 433 Abs. 1 BGB (s.a. scenario 1). In addition you came to the conclusion that he can as well claim default interest for late payment. On top of that he can claim the payment of the law firm's bill for out-of-court work as damage resulting from delay (s.a. scenario 2).





Tasks

Your instructor, Dr. Hohenstein, asks you to draft a letter of formal notice in the matter of Dr. Scheppert . / . Dr. Hicks including a lawyer`s bill.

1. At the first moment you are a bit worried because you have never drafted a letter of formal notice before.

Get together in groups of four students and together think about the essential components such a letter has to contain. Note down the results of your considerations.

Bring a letter of formal notice from your training law firm. Don`t forget to make clients` data unrecognizable.

2. Suddenly you remember, that there are text blocks to draw up a letter of formal notice in your training law firm.

Bring the text blocks in the annex into an appropriate order. After that compare your results with the results of the other members of your group.

3. Please draft a letter of formal notice in the matter of Dr. Scheppert . / . Dr. Hicks. Don`t forget to include the correct bill.





Annex 1

Task: Bring the following text blocks into an appropriate order with the aid of figures.

- correct bill

Setting a date for payment of the debt and other costs:

- "We will give you an opportunity to pay the amount of € plus late payment interest at 5% / 9% / ?% p.a. above the bank rate since.....(date of default) within 14 days of the date of this letter."

or

- ".....at the latest by

(xx.xx.20xx)

Introducing who you act for:

- Our law offices represent (name, profession, address of our client). We have been given power of attorney.

- Our law firm acts for ...xy...GmbH, represented by their managing director, Mr./Mrs. We have been given power of attorney.

Our client works with a bank loan for which plus% of loan interest have to be paid.

complimentary close and signature

opening salutation

Explaining legal consequences of not paying:

- "If you fail to settle this account by the date given above, we will initiate legal proceedings with no further notice to you."

or

- " If you fail to settle this account, we will consult our clients regarding legal proceedings"

Giving details of the debt:

"On the basis of the purchase agreement of(date) you owe our/my client(s) the purchase price at the amount of€.

The purchase price was according to the agreement due at.....

We note that the sum of€ remains outstanding, so that you are in default since(date)."





Description of the scenario: *Speaking at a funeral* (Germany)

Role of the students:

Sebastian Zöllner (character in novel „**Me and Kaminski**“ by **Daniel Kehlmann**)

Situation:

You are asked to give a funeral speech. (It is one year after your experiences with Manuel Kaminski. Unexpectedly you receive a funeral message from Miriam Kaminski. Her father suddenly passed away and he last expressed the wish that you, among others, should give the funeral speech.

What is the task of the students:

- **Basic:** write a funeral speech and characterize Kaminskis personality based on selected experiences.
- **Advanced:** write and give a funeral speech

Source: Novel „*Me and Kaminski*“ and attached material

Age of students	18-22
Educational background of the students	Secondary school certificate
Educational programme	Diverse VET Programmes <i>Höhere Berufsfachschule, Berufsoberschule 1, Duale Berufsoberschule, Berufsoberschule 2</i>
Heterogeneity of students	Relatively homogeny in terms of <ul style="list-style-type: none"> • experience with reading and writing support • German language level
Average language level of the students (CEFR)	B2 – C1
What are the students' content goals?	Text comprehension through reading and writing skills. Write (and make) a <i>mourning speech</i>
What are the students' language goals?	



Reading:	Writing:
✗ <i>global comprehension of a literary text</i>	✗ <i>writing a funeral speech</i> ✗ <i>formulate personal impressions</i>
Which aspects should be focused on in detail?	
✗ <i>Finding information in the text, which can be used to write the speech.</i>	✗ <i>Transforming a fictional text into a non fictional text</i>
Which strategies are going to be trained / applied?	
✗ <i>Global, selective, detailed reading) => to find suitable materials ..</i> ✗ <i>Concept definition map</i> ✗ <i>Summarizing</i>	✗ <i>Writing the gist of a text, transfer it for the speech.</i> ✗ <i>writing a speech, using a checklist for help</i> ✗ <i>situation and appropriate register writing</i>
Combination of reading and writing: What is the added value in the scenario? <i>In this scenario, the reading task finding information in the text is a pre-writing tasks. The intermediate strategies such as Concept definition map and summarizing are both, reading and writing tasks. These intermediate strategies helps students to deepen their text understanding and leads them into the planning and writing phases of the writing process. Writing a speech by the help of a checklist structures the written text and supports another domain: speaking.</i>	

Situation:

Put yourself in the shoes of Sebastian Zöllner:

It is one year after your experiences with Manuel Kaminski. Unexpectedly you receive a funeral message from Miriam Kaminski. Her father suddenly passed away and he last expressed the wish that you, among others, should give the funeral speech. Write a **funeral speech** and characterize his personality based on selected experiences with Kaminski.

Note:

In order to absorb the possible emotionality of the students, it is advisable to talk about their previous participation in funerals, how these funerals take place, cultural differences in funerals and mourning speech.

Writing process

Task 1: Writing conference/ brainstorming

Which episodes are more unsuitable, when I (Zöllner) write a funeral speech on Kaminski?

Task 2: Checklist (M1)

(Quelle: http://trauer.abendblatt.de/pdf/t05_tipps_fuer_die_trauerrede.pdf)

Which points of the checklist help me, which are less suitable?



Task 3: Writing guide

The students create a writing guide for their funeral speech.

Task 4: Funeral speech

The students formulate the funeral speech and write it down.

2. Giving the mourning speech

Task 5:

Selected students give their funeral speech in front of the class.

Hint:

In order to create an adequate situation

- the light in the room is dimmed,
- ceremonial music recorded,
- a lectern was set up,
- changed the seating arrangement in the class to conference seating,
- a dark jacket for the funeral orator.

Task 6: Teaching conversation

Reflection on mourning speech

- adequacy of the situation
- Characterization of Kaminskis
- Selection of episodes
- Structure of the speech

Description of the scenario: *Writing a handout for new apprentices (Germany)*

<p>Role of the students': <i>You are working as a junior media designer in an advertising agency.</i></p> <p>Situation: <i>Your boss has asked you to prepare a handout for the new apprentices which explains the use of typefaces when designing a flyer for a restaurant.</i></p> <p>What are the students' tasks:</p> <ul style="list-style-type: none"> - Read about "Typefaces" - Write a short manual for the new apprentice - Present your manual orally and explain it by using an existing advertising campaign <p>Source: (Claudia Runk, <i>Grundkurs Grafik und Gestaltung Galileo Design</i>, p. 238- 245) <i>Alternativ: Internet Research</i></p>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students (years)	<i>18 – 24</i>
Educational background of the students	<i>Secondary school qualification (80%), high school graduation (20%)</i>
Educational programme / Field of application (subject or curricula)	<i>Media Designer (3. Year)</i>
Heterogeneity of students	<i>Average in terms of reading</i> <i>Large in terms of writing</i> <i>Large in terms of job related competences</i>
Average language level of the students (CEFR)	A1 A2 B1 <u>B2</u> C1 C2
What are the content goals of the scenario?	<i>Understanding of the terms / concept of:</i> <i>- Use of font types depending on different factors</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Comprehension of informative texts	Handout writing (Informative text type)
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> • <i>Transferring local coherence to text coherence</i> • <i>Connecting text content to professional practise</i> 	<ul style="list-style-type: none"> • <i>Summarizing font type information</i> • <i>Creating a structure</i> • <i>Checking the comprehensibility of the written text</i>



...	
Which strategies are going to be trained / applied?	
Reading	Writing
<ul style="list-style-type: none"> • <i>Underlining important text parts / words</i> • <i>Building sub-headings</i> • <i>Comparing the text information with personal job experience</i> 	<ul style="list-style-type: none"> • <i>Using concept definition map</i> • <i>Using a writing plan</i> • <i>Peer-feedback</i>
Combination of reading and writing: What is the added value in the scenario? <p>The reading tasks (<i>Building sub headlines, Comparing the text information with personal job experience</i>) can be seen as pre-writing tasks, in so far as the students <i>make notes which helps to build up their content knowledge and help them to structure the writing</i>.</p> <p>The writing tasks deepen the understanding of the text by motivating the reader to write a coherent text by using concept definition map and a writing plan. Peer-Feedback can only be given, when the person who gives the feedback by reading a classmates text (reading tasks as a post writing task). In this way the person who gives feedback increase the understanding for important writing issues.</p>	



Description of the scenario: *Looking for a job-related internship in a company (Estonia)*

Students' role: a student who is looking for a place to do an internship.

Situation: You are looking for a job-related practical work in a company. You are applying for internship in a company.

What are the students' tasks:

1. Student collects the information concerning any places where it is possible to do practical work (internet, friends, school)
2. Student contacts the chosen companies by an e-mail
3. Student prepares necessary documents (CV and a letter of motivation)

Source: www.cvkeskus.ee, www.tootukassa.ee

Length of scenario (min or hours or lessons)	<i>6 lessons (6 x 45 min)</i>
Age of students	<i>16-22</i>
Educational background of the students	<i>100% basic education</i>
Educational programme / Field of application (subject or curricula)	<i>Motor vehicles mechanic (4th level vocational education based on basic education – secondary vocational education) a second-year student</i>
Heterogeneity of students'	<i>Is able to read and translate professional texts using dictionary Can write short simple formal texts Is in the process of acquiring professional working skills</i>
Average language level of the students (CEFR)	<i>A1 A2 B1 B2 C1 C2</i>
What are the content goals of the scenario?	<i>is able to understand the requirements presented in the job advertisements is able to write an easy text on the topic which is familiar or interesting for himself/herself is able to communicate in everyday life using concrete and simple information on familiar topics</i>
What are the students' reading and writing skills to be fostered?	



Reading:	Writing:
can read short simple texts on different topics (job advertisements, manuals, newspaper articles)	is able to write texts which are necessary for job search (work-related e-mail message, CV, motivational letter)
Which aspects should be focused on in detail?	
ability to read work-related and personal letters and in accordance with this, to do regular correspondence ability to find and understand relevant information in everyday texts ability to read the instructions and understand text content ability to understand the main idea of official announcements	ability to make logical sentences ability to formulate short texts clearly and precisely ability to write simple specific texts on different topics ability to write work-related or personal letters where a student would give information and express his/her thoughts
Which strategies are going to be trained / applied? Strategies used prior to reading/writing, strategies used during reading/writing, strategies used after reading/writing	
Reading	Writing
<u>Prior to reading</u> Brainstorming (Annex 1) Guiding questions (Annex 2) <u>During reading</u> Reading the text aloud (Annex 2) Collecting information (Annex 3) Marking keywords and thoughts (Annex 5) <u>After reading</u> Guiding questions (Annex 2)	<u>Prior to writing</u> Summary (Annex 1) Gap fill exercise (Annex 4) Answering questions (Annex 4) Writing a summary <u>During writing</u> Writing explanations of keywords (Annex 5; 1) Writing CV (Annex 6) <u>After writing</u> Feedback (Annex 7)
Combination of reading and writing: What is the added value in the scenario? <i>enriching students' vocabulary through reading and writing.</i> <i>improving students' reading and writing skills for correct information exchange between a trainee and an employer.</i> <i>understanding the requirements presented in simple standard letters and job advertisements.</i> <i>understanding phrases and frequently used expressions related to important areas (e.g. information about work and practical training).</i>	



ability to communicate in everyday life using concrete and simple information on familiar topics.



Annex 1

Brainstorming

Group work. Discussion about practical training. Write down all your thoughts and ideas.

1. Where can you find information about job vacancies?

2. In which companies are the trainees of your specialty needed?

3. What personal qualities are necessary to do this job?

4. What skills are necessary to do this job?

5. What hazards and risks may be associated with your profession?

Useful phrases for summarizing:

- ✓My profession is ...
- ✓Companies where this job is needed are ...
- ✓You may do this job if you can ...
- ✓I got the information about this practical training from ... (where?, from who?)
- ✓I can protect myself from hazards if



Annex 2

Guiding questions

1. Read the text '**What do you need to know and do before practical training?**' and fill in the table. Fill in the left column and the middle one before you start reading. You have to fill the last column on the right after the reading part.

<u>What do I know?</u>	<u>What do I want to know?</u>	<u>What have I learnt?</u>



WHAT DO YOU NEED TO KNOW AND DO BEFORE PRACTICAL TRAINING?

Good practical training, tutor and work experience will remarkably improve your CV. Many vocational schools' graduates have found their future workplaces during their practical training time. Successful practical training may bring excellent opportunities into your future life. Practical training is considered to be passed if a student has fully completed his/her practical training, has provided all the necessary documents and has presented his/her practical training summary.

✓ **Begin preparations early**

1. Think about your skills and knowledge before you start doing the practical work.
2. Think about what you would like to learn and try while doing practical training. Doing practical work is your opportunity to try different possibilities for future professional work.
3. The sooner you start looking for a company to do your practical training at, the more likely you will find the practical training place that suits your needs.
4. The meaningfulness of your practical training depends greatly on your pre-work – the more you know and try during your practical training, the more interesting and useful this would be for you.

✓ **Collect information about all possible companies to do your practical training at**

1. Your relatives, friends, other students and internet may be of great help to you while looking for a practical training.
2. Moreover, you should consult with your vocational teacher – he/she may recommend possible companies suitable for your practical training and also make sure that the practical training requirements are clear to you.

✓ **Write your own CV and motivational letter. Mark practical training tasks, desirable time and duration.**

1. Make sure your CV is correct, pay more attention to your studies – what subjects you have passed, your professional subjects, your favorite subjects etc.
2. Describe your practical training tasks and mark the desirable beginning and ending of your practical work in your letter of motivation. You may also write down your dreams concerning your job in future.



✓ **Be in touch with the company**

As soon as preparations have been made it is time for you to get acquainted with a potential company for your practical training.

1. Using the company's general e-mail address try to find out a contact person whom you can discuss your practical training with. To do this, you should write an e-mail and send it to the company's general e-mail address.
2. You should discuss in further detail your practical work and any possible job-related tasks with the contact person. Otherwise there is a risk that nobody is responsible for your practical training.

✓ **Consistency is the key to success!**

1. It may happen that your practical training is not treated very enthusiastically. Don't give up!
2. It may also happen that you have to contact several companies to find a suitable practical training for yourself.
3. It depends a lot on your attitude and communication.
4. The better your preparations are, the easier it would be for the company to deal with you.

Annex 3

Gathering information.

Read the job advertisements and write down the missing information into the table. (Each student has to find at least two companies where to do an internship)

Compare some companies where to do practical training and add more information into the comparison table (group work).

Name of a company	Address	Working hours	Requirements for a candidate	The company offers...	Work description	Other information
1.						
2.						
3.						



4.						
5.						
6.						

Useful phrases to describe the working conditions in the chosen company (individual task)

- ✓ For me the best company to do my practical training is...
- ✓ My second choice would be...
- ✓ My third choice is...
- ✓ My last choice is....
- ✓ The most appropriate for me is.... because.....

Information which is important for you

Annex 4

Writing an e-mail to the tutor of the company



1. Answer the questions which will help you fill the blanks in the following e-mail message.

- ✓ Where do you study (school name)? _____
- ✓ What do you study? _____
- ✓ Which company suitable for practical training have you chosen? _____
- ✓ What is the company's general e-mail address?

- ✓ What is the topic of your e-mail message? _____
- ✓ When do you have to do your internship? _____
- ✓ What would you like the feedback would be about? _____
- ✓ How would you end your e-mail? _____

2. Fill in the blanks

Recipient:
Topic:
Letter: Dear Sir/Madam. My name is _____ (your name). I study _____ (your study field) at _____ (school). I would like to do my internship at _____ (company's name). I have found the information about your company _____ (where). I would like that my internship would take place from _____ until _____. Who should I contact to _____ about the practical training? Please _____ about the possibilities _____ (date)



Annex 5

Writing a CV

1. Read the text '**How to write a CV**'. Underline the keywords and thoughts. Use a dictionary to translate the text.

CV or curriculum vitae is your indirect advertising	Notes (keywords, translation, other information)
<ul style="list-style-type: none"> • Write your CV with respect to the concrete company and the position you apply for. • Be objective, honest, brief and informative. • The format of your CV has to be correct and your spelling perfect. <p>Formatting</p> <ul style="list-style-type: none"> • Use black colour • Use any common font such as Times New Roman, Arial or any other • Font size should be between 10 and 12 • Use white A4 size paper sheet • Type your CV on the computer • The length of your CV should be one or two pages • Divide your text into clear logical parts <p>Personal information</p> <ul style="list-style-type: none"> • Name and surname. Write your name in bold; • Date of birth: day, month, year; • Address: your primary residence or address to which you will receive the letters the fastest way; • Telephone number • A valid e-mail address <p>It is possible to specify your marital status, the number and age of your children in a CV. But this is not obligatory.</p> <p>Education</p> <ul style="list-style-type: none"> • Your last finished school should be the first one in the list. • You should provide more information about schools 	





you have finished: the period of your studies, the name of educational institution, profession acquired.

- If you still study at vocational school, mark what year student you are (first year student, second year student etc.).
- You may also write your additional subjects and the electives.

Advanced training

- Your last finished training course should be the first one on the list.
- You should provide information about the courses you have passed in more detail. Make sure you have marked the following: date, name, and length of the course, name of the training company

Work experience

- Your last job should be the first one on the list.
- Mark the length of your work experience. You don't need to indicate the exact dates of your work.
- Write the name of the company that you have worked for and your position.

Additional information

- **Language skills** – mark your language skills in accordance with your speaking and writing level. For example: Estonian – mother tongue, Russian – very good oral skills, intermediate writing, English – basic oral skills, good writing
- **Computer skills** – list all computer programs that you are able to use. If you wish you may also add some keywords concerning your level, for example: intermediate, advanced
- **Driving license** – the year since you got your driving license, personal car using possibility
- **Hobbies and interests** – list all your hobbies, state whether you are a member of any clubs or associations
- **Personal qualities** – list all your personal qualities that may be useful during your working period
- **Reference** – if you have any ex-colleagues, employers or teachers who can be your reference, then name up to three people including their contact details. You must also state who this reference is to you (colleague, ex-employer, teacher) and don't forget to ask each reference for his/her agreement before you add him/her into your CV.



<p>When your CV is ready, give it to your group mate to read. Don't forget to check your text.</p> <p>Pay attention to:</p> <ul style="list-style-type: none"> • spelling; • accuracy of facts, dates, and numbers; • format. 	
--	--

2. Mark the following statements about the text 'How to write a CV' as true or false.

Statement	True	False
I write my surname first and then my name.		
It is not necessary to write my telephone number.		
It is always obligatory to state my marital status in my CV.		
Your last finished school should be listed as a first one.		
When it comes to education it is enough to write what and where did you study.		
When it comes to the previous work experience you should also state your job title.		
The order of your language knowledge is not important.		
Marking your hobbies into CV would give more information to the potential employer.		
It is not important what language and format you use in CV.		

Annex 6

Write your own CV according to the instructions given above.

Curriculum Vitae	
Personal information:	
Name:	PILLE ERNEK
Date of birth:	17.02.1978
Address:	Mesilase tee 52-11, 12345 Tallinn
Telephone number:	+372 166 5467 (home), +372 31 15 570 (mobile)
E-mail:	katrin.kask@mail.ee

**Education:**

1994 – 1996	Tartu Vocational Education Center, Profession: shop assistant, seller
1985 – 1994	Tallinna 32. Secondary school (basic education acquired)

Advanced training:

Jan. 2016	Behaviour in case of emergency, G4S, length 6 h
Sept. 2014	Basic accounting course, SA Bilanss, length 120 h
Apr. 2013	Successful sale, OÜ Ettevõtlik Koolitaja, length 16 h
Sept. 2012	Sales training, OÜ Ettevõtlik Koolitaja, length 16 h
Apr. – June 2011	Secretary training, AS Koolitused

Work experience:

July 2002 – Jan. 2016	Viljandi Kaubahall OÜ, shop assistant
May 2000 – May 2002	Kellukese Toidukaubad OÜ, shop assistant
Oct. 1997 – Apr. 2000	Tarbijate Ühistu Nurmenuku, shop assistant

Language skills:

Estonian – mother tongue
English – good understanding, good oral skill, intermediate writing
Russian – good understanding, good oral skill, intermediate writing

Computer skills:

Windows 2000, XP (MS Word, Excel, PowerPoint)

Driving license:

B-category since 1997. Possible to use own car.

Interests and hobbies:

Gardening, sports

Personal qualities:

optimistic, friendly, responsible

Other information:

Ready for business trips.



1. Kalle Kukk, Viljandi Kaubahall OÜ,
Customer service manager (immediate manager), tel +372 573 6550, +372 51 88 289
2. Piret Sepp, Kellukese toidukaubad OÜ,
Shop manager (immediate manager), tel +372 663 6450, +372 51 23 979

Feedback – Why is this information important to me? How can I use this information?

[illegible]

Description of the scenario: *How does the petrol engine work?* (Estonia)

Role of the students': <i>car technician's assistant.</i> Situation: <i>The students have to study how the engine works when they start their practical work in the workplace.</i> What is the task of the students': <i>to study the text about the petrol engine</i> <i>to do the tasks connected with the text</i> <i>to write a semi-formal letter to the teacher</i> Source: <i>English for the Students of Automotive Engineering M. Kuning</i>	
Length of scenario (min or hours or lessons)	<i>4 hours (4 x 45 min)</i>
Age of students	<i>16 – 20</i>
Educational background of the students	<i>100% basic education</i>
Educational programme / Field of application (subject or curricula)	<i>Automotive engineering students – car technicians.</i>
<u>Heterogeneity</u> of students'	<i>is able to read and translate professional texts using dictionary, can write short simple formal texts, is in the process of acquiring professional working skills</i>
Average language level of the students (CEFR)	<i>A1 A2 B1 B2 C1 C2</i>
What are the content goals of the scenario?	<i>Can understand the main point of the texts related to his profession; can express himself using simple sentences and phrases on the given topic related to his profession; is able to write a short report using simple language structures describing his routine tasks concerning his job in the workshop</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
is able to read and translate simple texts	can write short texts related to his profession
understands the main point of professional texts	is able to write a short simple text about the everyday life in his own words using dictionary
Which aspects should be focused on in detail?	
studying the new professional terminology	text work - dividing the text into paragraphs and defining sub headlines



finding the necessary information from the text	writing a semi-formal letter
Which strategies are going to be trained / applied?	
Reading	Writing
<p>Prior to reading:</p> <p>word search (Annex 1) text, discussion (Annex 2) translating the words (Annex 1)</p> <p>During reading:</p> <p>text, search of information from the text (word search) (Annex 2, Annex 3) filling in the blanks using the information from the text (Annex 3)</p> <p>After reading:</p> <p>building sub headlines (Annex 3) summarizing the text (Annex 5)</p>	<p>Prior to writing:</p> <p>text, writing down the new words (Annex 2) translation of the words (Annex 1, Annex 2)</p> <p>During writing:</p> <p>word search from the text (find and translate the given word using the text) (Annex 1, Annex 2)</p> <p>making sentences with new words (Annex 4)</p> <p>After writing:</p> <p>planning and writing a draft (Annex 5, Annex 6) writing a semi-formal letter (Annex 5)</p>
<p>Combination of reading and writing: What is the added value in the scenario?</p> <p>The permanent connection between language learning and studying the professional terminology has a positive influence on both. The search of information from the text helps the students to learn and remember new terminology more quickly and easily. The vocabulary, text work, making sentences with new words - all these methods make possible the writing of a semi-formal letter concerning the given topic with the use of new job-related terms. The students can understand the main point of the texts related to their profession, they are able to express themselves using simple sentences and phrases on the given topic related to their profession, they are able to write a short report using simple language structures describing their routine tasks concerning their job in the workshop.</p>	



Annex 1

Please translate the following words into English. You may consult with a partner and check your answers in pairs or in groups of 3-4 people.

- A. Двигатель –
- B. Бензин –
- C. Машина –
- D. Такт –
- E. Цилиндр –
- F. Такт впуска –
- G. Поршень –
- H. Такт сжатия –
- I. Ход поршня вниз –
- J. Продукты горения, отработанные газы –
- K. Коленчатый вал –
- L. Ход поршня вверх –
- M. Клапан –
- N. Колесо –
- O. Рабочий ход –
- P. Коробка переключения передач –
- Q. Искра –
- R. Такт выпуска –
- S. Авиация –
- T. Сжимать –





Annex 2

Please read the text with a lot of attention and thought.

The petrol engine

The greatest number of cars use petrol engines. The four-stroke piston engine requires four strokes of the piston per cycle. The first downstroke (the intake stroke) pulls the mixture of petrol and air into the cylinder through the inlet valve. The first upstroke (the compression stroke) compresses the mixture. The second downstroke (the power stroke) – the compressed mixture is ignited by the spark and it explodes. As the combustion gases expand, they push the piston down, and the crankshaft turns. The second upstroke (the exhaust stroke) – where the burnt gases are pushed out of the cylinder through the open exhaust valve. The power from the turning crankshaft is then transmitted through the gearbox to the wheels on the road. (On an aircraft the crankshaft is connected to the propeller.) The wheels on the road turn forwards due to the combined movement. The wheels turn backwards when the driver pushes the gear stick into reverse gear.

Annex 3

- 1) List the four strokes of an engine and write whether it is the up- or downstroke of a piston.

Strokes of an engine:

-
-
-
-

- 2) Divide the text into several logical parts and give a name to each part. How many parts do you have?

-
-
-
-
-
-
-





-

Annex 4

Make sentences with the words from the very first exercise. You may put some words into one sentence.

-
-
-
-
-
-
-
-
-
-
-
-
-

Annex 5

Write a letter to your practice tutor explaining in your own words how the petrol engine works. (In other words you have to write a letter on the basis of the text that you have read.) You must also add some facts (at least 2) about the engine that are not mentioned in the text! You also have a plan to help you. (see Annex 6)

Here is a place for letter writing.

.....

.....

.....

.....

.....

.....

Annex 6

How to write a semi-formal letter. Plan.

1) Start your letter with the words:

Dear Mr. Smith, (if you know the name of a person you are writing to)

OR

Dear Sir/Madam, (if you don't know the name of a person you are writing to)



2) **Introduction:** here you have to explain the reason why you are writing to the person. You may use the next sentence:

I am writing to you to ...

3) **Main body:** here comes the basic concept of your letter. You may divide it into several paragraphs to express different thoughts. Use linkers to join your sentences into a meaningful text such as:

- Firstly, secondly, thirdly
- In addition to this
- Moreover
- Furthermore
- Because
- For example
- What is more
- Therefore
- Nevertheless
- On one hand, on the other hand
- Finally
- To sum up
- On the whole

4) **Conclusion.** Here you have to sum up your letter and conclude it. You may also use linkers in conclusion (see the table above). You may also conclude your letter like that:

Thank you for your attention.

I am looking forward to your answer.

I am looking forward to hearing from you soon.

5) **To finish the letter use phrases:**

Best wishes,

OR

Best regards,

Your name





Description of the scenario: *Safety instructions in the workplace for metal working professions - milling machine operator, lathe operator (Estonia)*

Role of the students': *Compiler of the professional safety rules.*

Situation: *The boss of the enterprise, where you work, asks you to write an easy understandable text with safety rules for the apprentices of metal working professions. He gives you a text with the title: Safety at the workplace, from which you can take the most important information.*

What is the task of the students':

- *to study the safety rules and safety features they need in the workshop*
- *to do the tasks connected with the safety rules*
- *to write a short text of their own safety rules*

Source: <http://www.technologystudent.com>

Length of scenario (min or hours or lessons)	<i>4 hours (4 x 45 min)</i>
Age of students	<i>16 – 20</i>
Educational background of the students	<i>100% basic education</i>
Educational programme / Field of application (subject or curricula)	<i>Metal-cutting machine worker (milling machine operators and lathe operators)</i>
<u>Heterogeneity</u> of students'	<i>is able to read and translate professional texts using dictionary, can write short simple formal texts, is in the process of acquiring professional working skills</i>
Average language level of the students (CEFR)	A1 A2 B1 B2 C1 C2
What are the content goals of the scenario?	<i>Can understand sentences and frequently used expressions related to the safety rules in the workshop; is able to communicate in simple and routine tasks concerning safety in the workshop; can express himself in writing using simple sentences and phrases on the given topic</i>
<p align="center">What are the students' reading and writing skills to be fostered?</p> <p>is able to read and translate simple texts</p> <p>understands the main point of professional texts</p> <p>can write short texts related to his profession</p> <p>is able to write a short summary of a simple text about the everyday life in his own words using</p>	



dictionary	
Reading:	Writing:
study the new job-related vocabulary develop the ability to understand the unknown words from the context	to learn how to write a summary of a text concerning his profession more precisely using professional vocabulary
Which aspects should be focused on in detail?	
comprehension of the main point of unknown text ability to find the given information from the text know, how an instructional text is structured	making sentences with the new words ability to work with a dictionary writing the summary of the text writing a short instructional text
Which strategies are going to be trained / applied?	
Reading	Writing
<p>Prior to reading:</p> <p>brainstorming (Annex 3) text, discussion (Annex 1) describing the pictures (Annex 1, Annex 2)</p> <p>During reading:</p> <p>text, search of information from the text (word search) (Annex 1, Annex 2, Annex 4) filling in the table using the information from the text (Annex 1, Annex 2)</p> <p>After reading:</p> <p>summarizing the text (Annex 5, Annex 6) adding student's own safety rules besides the given ones (Annex 5)</p>	<p>Prior to writing:</p> <p>text, writing down the new words (Annex 1) comparing two pictures (Annex 1, Annex 2)</p> <p>During writing:</p> <p>word search from the text (find and translate the given word using the text) (Annex 1, Annex 4) making sentences with new words (Annex 4)</p> <p>After writing:</p> <p>work with the dictionary (find the meaning of new words in the dictionary) (Annex 4) writing the summary of the text (Annex 5, Annex 6) write an instructional text about safety rules</p>
Combination of reading and writing: What is the added value in the scenario? <p>Developing both the language skill in general and also acquiring professional terminology. The connection of job-related vocabulary and language learning have a beneficial effect on the development of students' communicative skills on the whole. Work with the new text in such a detailed way helps to write a new text in the end. Brainstorm, describing the pictures, translating the words from the text, finding the meanings in the dictionary - all these support the development of students' abilities and knowledge. The students can understand sentences and frequently used expressions related to the safety rules in the workshop, they are able to communicate in simple and routine tasks concerning safety in the workshop, they can express themselves in writing using simple sentences and phrases on the given topic.</p>	



Annex 1

Read the text with a lot of attention and thought. Underline the words you don't know and translate them using a dictionary.

SAFETY IN THE WORKPLACE



Before you can use equipment and machines or attempt practical work in a workshop you must understand basic safety rules. These rules will help keep you and others safe in the workshop.

Safe Ed (left) always thinks about working safely. On the other hand, **Ed the Handyman** (right) never considers safety. Not only is he at risk of having an accident but so are those who work near him. They could have an accident because of his reckless behaviour.



Read the safety rules carefully. If you fully understand them you should be able to work safely in a workshop. Do not be like **Ed the Handyman** !!!!

1. Always listen carefully to the teacher and follow instructions.
2. Do not run in the workshop, you could 'bump' into another pupil and cause an accident.
3. Know where the emergency stop buttons are positioned in the workshop. If you see an accident at the other side of the workshop you can use the emergency stop button to turn off all electrical power to machines.
4. Safety glasses and hearing protection must be worn. Students who wear glasses should be aware that these are not safety glasses, they are only impact resistant and may shatter.
5. Wear good strong shoes. Training shoes are not suitable. Safety boots or enclosed shoes must be worn in the workshop and there are no exceptions to this rule.
6. All loose clothing (e.g. shirts hanging out) must be tucked in. Long hair has to be tied up including fringes. Also remove rings and loose jewellery before operating the machinery, they can be a hazard. Always wear an apron as it will protect your clothes from falling swarf.
7. Bags should not be brought into a workshop as people can trip over them.
8. When learning how to use a machine, listen very carefully to all the instructions given by the teacher. Ask questions, especially if you do not fully understand.
9. Do not use a machine if you have not been shown how to operate it safely by the teacher.
10. Always be patient, never rush in the workshop.
11. Always use a guard when working on a machine.
12. Keep hands away from moving/rotating machinery.
13. Use hand tools carefully, keeping both hands behind the cutting edge.
14. Report any damage to machines/equipment as this could cause an accident.



The text and pictures are taken: <http://www.technologystudent.com/health1/safetyr1.htm>

Annex 2

Text work. The exercises

- I. Look at the pictures showing safe Ed and Ed the Handyman and compare them. What is wrong with Ed the Handyman? List all the safety hazards that you find. You may discuss in pairs or groups of 3-4 people.

-
-
-
-
-
-

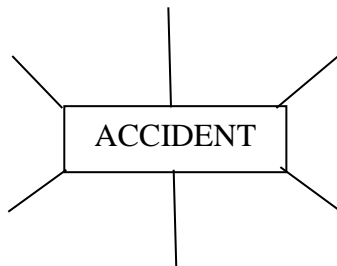
- II. Fill in the table below listing all the safety clothing that must be worn when working in the workshop and write their functions. You should consult with a partner and check your answers in pairs or in groups of 3-4 people.

Safety clothes	Function



Annex 3

What may cause an accident in the workshop? Write as many causes as you can. You may discuss in pairs or groups of 3-4 people.



Annex 4

Translate the following words into English, find their meanings in the dictionary and make sentences using the words. After you have finished translating the words exchange the sheets with your partner and check whether he/she has done the exercise correctly. Put a mark to your partner.

1. Мастерская –

.....
.....
.....

2. Несчастный случай –

.....
.....
.....

3. Станок –

.....
.....
.....

4. Резец –

.....
.....
.....

5. Металлическая стружка –

.....
.....
.....



6. Докладывать –

.....
.....
.....

7. Инструкция, указания –

.....
.....
.....

8. Безопасность –

.....
.....
.....

9. Нарушение техники безопасности –

.....
.....
.....

10. Оборудование –

.....
.....
.....

Annex 5

Please write a short summary of the text and list the safety rules that you consider to be important. You also have to answer the following questions:

Which safety rule is in your opinion the most important of all?

You must also add at least one your own safety rule!

.....
.....
.....
.....
.....
.....
.....
.....
.....

Annex 6





How to write a summary of a text. Plan.

1) **Introduction:** here you have to start your summary. You may start like that:

In my work I am going to write about the safety rules which we have to follow when working in the workshop.

2) **Main body:** here comes the basic concept of your text. You should describe all the safety rules that you think are important to follow when working in the workshop. You may divide it into several paragraphs to express different thoughts. Use linkers to join your sentences into a proper text such as:

- On one hand, on the other hand
- Firstly, secondly, thirdly
- Moreover
- In addition to this
- What is more
- Because
- For example, for instance
- Furthermore
- Nevertheless
- Therefore
- On the whole
- Finally
- To sum up

3) **Conclusion.** Here you have to sum up your text and conclude it. You may also use linkers in conclusion (see the table above).

Description of the scenario: *Buying a car of his/her dream (Estonia)*



Role of the students': a potential car buyer who is looking for a car Situation: A student wants to buy the car of his/her dream. He/she studies advertisements concerning car sales and compares some offers. Then he/she writes his/her inquiry to a car shop concerning buying the car. What is the students' task when acquiring the learning outcomes: a student studies the advertisements concerning car sales. He/she reads the text about the car's accessories. Then he/she writes his/her inquiry. Source: Buying and selling advertisements of cars taken from the Internet, RSGAE		
Length of scenario (min or hours or lessons)	3 lessons (3 x 45 min)	
Age of students	16-22	
Educational background of the students	100% basic education	
Educational programme / Field of application (subject or curricula)	Motor vehicles mechanics	
Heterogeneity of students'	is able to read and translate professional texts using dictionary, can write short simple formal texts, is in the process of acquiring professional working skills	
Average language level of the students (CEFR)	A1 A2 B1 B2 C1 C2	
What are the content goals of the scenario?	Understands the professional vocabulary, Understands the text that has been read, Is able to write a summary of the read text	
What are the students' reading and writing skills to be fostered? Can understand the main idea and some details of short everyday life texts (e.g. advertisements). Can find the information from the text on the topic that is known to him. Can understand the meaning of unknown words by the context. Is able to write a short text (e.g. an inquiry, a letter) concerning everyday life.		
Reading:	Writing:	
To learn how to find and understand the main idea of longer texts; to find the specific information concerning an important and familiar topic from the text. To use proper strategies and materials for help.	To learn how to write a letter, an inquiry on familiar topic, where he/she presents the facts taken from text that has been read.	



Which aspects should be focused on in detail?		
Comprehension of the main idea of the text and the search of specific information	The ability to write a letter (an inquiry) on the basis of the found information and ask questions on the given topic	
Which strategies are going to be trained / applied?		
Strategies used prior to reading/writing, strategies used during reading/writing, strategies used after reading/writing		
Reading	Writing	
<p>Prior to reading</p> <p>Sale advertisements, brainstorming (Annex 1)</p> <p>Accessories in a car, understanding of the whole text by context, underline words you know, study the part of a text that you understand and try to comprehend the text by context (Annex 3)</p> <p>During reading</p> <p>Search of information, find necessary information from the text and fill in the table (Annex 1)</p> <p>Making a cluster using the information taken from the text that has been read (Annex 3)</p> <p>After reading</p> <p>Using notes, compare two cars on the basis of the collected information (Annex 2)</p> <p>Sum up results, list all accessories that you would like your car would have and give reasons why (Annex 3)</p>	<p>Prior to writing</p> <p>Copy words, write down unknown words (Annex 1)</p> <p>Experimental learning, grammar revision (Annex 1)</p> <p>Study an example of letter writing (Annex 4)</p> <p>During writing</p> <p>Copy the information taken from the text (Annex 1)</p> <p>Write a letter on the basis of collected information (Annex 4)</p> <p>After writing</p> <p>The task on matching, fill in blanks using a table (Annex 2)</p> <p>Reflection (Annex 5)</p>	
Combination of reading and writing: What is the added value in the scenario?		
<p><i>Information taken from the text and the table made on the basis of this information are closely connected with the text which students have to write. Professional vocabulary from the text helps them to create their own texts at the end. Students understand the professional vocabulary, they understand the text that has been read, they are able to write a summary of the read text.</i></p>		

Annex 1

- Brainstorming – where can you find car selling advertisements?
According to which principle are the advertisements classified?

What advertisements have you read?

What information do the advertisement contain?





- Information search during reading: depending on the number of students they have to choose a car for any given factor.
- “Find the most powerful, the fastest, the most economical (fuel consumption), the most spacious, the cheapest and the most expensive car from the advertisements.”
- Experimental learning. Teacher’s explanation. Revise the degrees of comparison of adjectives – comparative and superlative forms. Revise the exceptions: good-better-the best, bad-worse-the worst.
- Fill in the table on the basis of the text (advertisement), write down the information about a car for sale into the second column.

Car model		
Body type		
Power		
Fuel		
Mileage		
Colour		
Price		

Annex 2

Comparing. Put the words in brackets into comparative form and compare two cars on the basis of the given criteria. Which car is better in your opinion and why? (work in pairs)

<p>(Powerful)_____ car is _____ because its engine power is _____ but _____ engine power is _____ .</p> <p>(High)_____ fuel consumption is _____ because _____</p>
<p>(Low)_____ mileage number is _____ , this is _____ but _____</p>
<p>(Beautiful)_____ colour is _____ because this is _____ . colour because _____</p>
<p>(Low)_____ price is _____ ,(expensive) _____ _____ .</p>



Annex 3

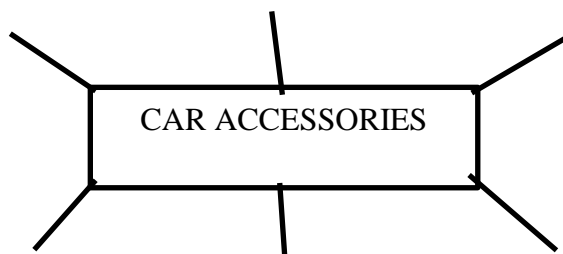
- Read the text 'Car accessories' and underline the words you know, study the underlined part of the text and try to understand the text by its context.

Car accessories

There are a lot of subsequent installations of accessories carried out in the automobile repair workshop. Some of the most common are shown here. It is important to know the names of the car parts and the different activities. Some of the most popular car tuning activities are the installation of sport exhaust systems and racing seats. In addition to this, one more popular car tuning activity is the installation of alloy rims with wide tyres. You need a sound system to listen to music. In some cars a navigation system and a hands free device for the mobile are integrated. You may also put Xenon headlamps which are much brighter than halogen lamps. Moreover, daytime running lights may be installed to improve the vehicle's appearance and visibility in traffic. To tow a trailer you have to install a tow hitch. To carry bikes you have to use a roof rack system. In winter time the car can be pre-heated so that it is comfortable to get into. The heated seats are also very comfortable in cold weather.

- Read the text 'Car accessories' and make up a cluster/diagram which contains the accessories in a car, you may also add some words that are not mentioned in the text.

One student has to make up his cluster/diagram on the blackboard and the others will add the words he has not written.



Annex 4

Imagine that you want to buy a car. Write letter to a car selling company where you are going to describe:

- what car you would like to buy (car model, body type, colour, fuel, power, mileage),
 - what accessories you would like to have in your car,
 - ask some questions concerning car buying terms and instalment plan,
- do not forget to mark your personal information (not obligatory to be real). The length of the letter is about 50-100 words.



Dear car salon ' _____ ' representative!	
<i>I am writing to you because I am going to buy a car. I would like a car</i>	

<i>I would also like to have some accessories in my car.</i>	

<i>I also have some questions to you. I would like to know whether _____</i>	

<i>I am looking forward to hearing from you soon.</i>	
<i>Yours faithfully,</i>	

<i>My contact information:</i>	

Annex 5

Finish the sentence:

As for me, the most important factor when buying a car is _____
(which one?)

because _____

Reflection: What is the main idea of this exercise?





Classroom experience with the scenarios

Between May and June 2018, members of the project team participating in the ReWrVET project interviewed teachers who tested the scenarios during lessons with students. The interviews were done as soon as possible after the scenario had been used and in accordance with the Guideline based interviews.

The experience gained depends less on country-specific factors than on previous knowledge in the areas of action-oriented teaching and language support. Teachers who had little experience in these areas reported about greater efforts in introducing scenarios into the classroom. Teachers (and learners) who were at least partially more familiar with these areas found it easier to start working with scenarios. For teachers who have little experience in the areas of action-oriented teaching and language development, a step-by-step introduction is recommended.

Teachers said that the use of scenarios in the teaching of vocational subjects was desirable as it fostered the development of students' autonomy and their ability to share their opinions. In addition, it develops creative thinking and the ability of students to find useful solutions. Supporting writing through reading and reading through writing develops, among other things, students' language skills. This is important for their future careers and private life. Teachers with longer teaching experience underlined that they have been using scenario-based elements in their daily work with students for many years. In this context, it should be mentioned that scenario-based teaching is based on action-oriented teaching and on cooperative learning. The use -in terms of quality and quantity- of this methods in classroom varies greatly. When working with scenarios, teachers paid special attention to the use of: techniques supporting students independent problem solving, techniques supporting creative thinking and the development of their language skills. Based on their experience of using reading and writing support strategies in a scenario-based approach, all teachers involved in the testing agreed to use the elements of the method proposed by the project when working with students in the future. They argue that they see a relationship between the use of scenarios and the involvement of students in the independent learning process in the classroom.

Many teachers pointed that the advantage of the scenario- based learning method is its innovativeness and practicality - linking the theory with the practical knowledge that students acquire during their vocational training and the real situation with which they can meet after completing school education. The majority of students are motivated to solve the problems resulting from the scenarios. Using this method the class works in pairs, groups what is an additional advantage because it improves the social competences.

Scenarios involved students' creativity and competitive skills and related to their personal interests and professional life, with focus on the practical side of activities. Also, scaffolding exercises in previous classes were a factor of success. Most students liked the idea of real-life scenario/ situation which challenged them to work autonomously but scaffolding activities from the teacher were elementary for successful learning, especially when introducing scenarios.

Writing

Teachers agreed that students' involvement in writing increases when the writing process is divided into stages (before, during and after writing). The students appreciated the opportunity to exchange opinions with other students (brainstorming, earlier discussion of the text content). In addition, it is highly useful to use graphic organizers before writing. According to the teachers, what increases students' involvement in the work on the text and contributes to its creation at a high level are: feedback from students on the written text, feedback from the teacher as well as preliminary discussion of the text, presentation of important information through graphic organizers and broadening knowledge of new content related to a specific subject. In addition, based on feedback from a large number of students summarising their participation in learning activities (where the teachers used scenario based learning) the teachers agreed that they observed an



increase in students' involvement in developing solutions for scenarios and their independent work (as compared to their participation in typical learning activities or writing texts without distinction between stages before, during or after the writing of the text).

Reading

Many teachers agreed that students are less likely to engage in writing activities during the reading process. This is a less natural process than supporting writing by reading. However, there was a consensus among teachers that students, using written exercises/tasks to support the reading process, noticed that there was an improvement in reading efficiency if they were using writing-based strategies at the pre-reading or reading phase. Teachers say that students see the use of the highlighted strategies when learning new materials/contents.

Comments

Teachers reported that they still wished to apply the elements of a scenario-based approach to teaching (strategies before, during or after reading/writing) in VET. In the course of their classes, they apply various methods that shape the students' ability to solve problems independently, creative thinking and the ability to acquire new knowledge, as well as the ability to draw on their resources. One of the objectives of the approach is to develop literacy skills that are also relevant to VET, which teachers have identified as important. Teachers declare readiness to use and develop the method in their work with students and report the need for further scenario proposals as ready to use or modify tools for specific groups of learners.

Teachers noticed that conducting classes according to the scenario is more effective if the group does not consist of more than 20 people. It is optimal to work in groups of 12-15 people. In this case, the involvement of the students is at its highest level and decreases as the size of the group increases. However, this requires further verification.

Teachers informed that they consider it important to organize open cyclical training/workshops for teachers with different professional experience in order to familiarize them with the principles of the method and useful strategies, useful in the process of teaching students (especially in relation to the group of vocational education teachers). Teachers found the checklists developed helpful in the process of creating the lesson plans.

In most cases the students reacted positively and with interest to the method used. The strategies proposed in the scenarios for supporting reading and writing proved to be a new experience for some students, who often noticed common features of the method used with exercises known from the previous classes.

Difficulties with the scenario approach may result from:

- finding / creating suitable text (curriculum, students' interests, up-to-date, ...) to work with;
- limited number of classes with a given group of students at too distant intervals;
- variable attendance of students in particular courses;
- time required for the introduction of the concept and strategies;
- lack of reading and writing abilities leads in some cases to a lack of motivation;
- rejection because more work is expected.



The checklist has proved to be a particularly useful tool for teachers with shorter professional experience who have less experience in teaching. At the same time, teachers with longer professional experience assessed the "checklist" as a useful tool in building class scenarios, as they claim that by using the above tool they create better scenarios in a shorter period of time. In their opinion, the checklist is a useful tool as it is short, specific and does not contain unnecessary information.

The use of the scenarios in subject teaching was largely perceived very positively by both teachers and learners. The focus on a subject task motivated the learners, in this context the involvement with reading and writing was perceived as more natural. To this end, it was always emphasised how important reading and writing tasks are, which could also occur in practice in the corresponding occupational field. Providing support, especially in the initial phase, was mentioned by all teachers as a key element in enabling learners to successfully complete the tasks. The use of scenarios stimulates teaching and provides learners with variety in their everyday teaching life. It should not be forgotten, however, that teachers also need support in introducing teaching scenarios, either through workshops or through internal school teamwork.





Chapter 6. Workshop for teachers

Introduction

What is the purpose of the “workshop for teachers”?

In order to successfully convey the concept of scenario-based learning to teachers, it is necessary to familiarise them with the components of the concept in a structured way. During the project, a joint and several partner-specific workshops for teachers were held. The main components and experiences made with such workshops are documented in this chapter.

Who could use the „workshop for teachers”?

The *Workshops for teachers* directly and explicitly targets teachers’ professional development by presenting the curriculum of a training course for in-service teachers, which aims to support teachers to understand the theoretical foundations and the practical implications of the proposed model, as well as prepare to make the best use of the set of tools produced within the project.

How is the „workshop for teachers” related to the other outputs of the project?

Output 2 “Framework” is the basis of the entire project. It provides the necessary theoretical background in terms of reading and writing concepts and the interaction of these both. Output 4 “Guidelines” is based on the framework and delivers practical aid for teachers. The framework and the guidelines are linked very closely and they are the fundament of the workshop. Output 3 “Needs analysis & evaluation instruments” provides information about the students’ needs in reading and writing that teachers have to take into account when creating scenarios. Output 5 “Scenario-based reading and writing classroom materials” presents scenarios that have been developed and used in class. These scenarios can be used as templates or models in the workshop. Output 7 “Handbook” pulls everything together in a comprehensive publication containing the outputs produced within the project and illustrates instances of the partners’ efforts to promote and implement the integrated development of reading and writing skills in VET.

General comments

Beyond any doubt, reading and writing skills are important for getting a good education and for the individual’s subsequent access to decent employment on the labour market, but also for full participation as an active citizen in a democratic society, in cultural life, in lifelong learning in a globalised world. However, reading and writing skills are not only important for the individual’s well-being. “Literacy is fundamental to human development. It enables people to live full and meaningful lives and to contribute towards the enrichment of the communities in which we all live.” (ELINET, 2016, p. 4). Low literacy skills hinder a country’s economic development. The Organisation for Economic Cooperation and Development measures literacy skills in a comparative approach across countries and uses them as indicators of a country’s chances of economic development.



Schools and teachers have a crucial role in equipping students with appropriate reading and writing skills. Traditionally, literacy skills development was thought of as the job of language teachers. Lately, however, we have come to the realization that teachers of all disciplines play an important role in this task (EU High Level Group of Experts on Literacy, 2012). They need to find the most effective ways of facilitating literacy skills development while teaching their discipline, including for preparing their students to become independent lifelong learners. In order to do this, teachers themselves need to learn and master the most efficient tools to enhance their students' reading-writing skills.

Partners of the *Integrated Reading and Writing Support in Vocational Education* Project have produced an original model and a set of tools for teachers for the integrated development of reading and writing skills in vocational education. The model centres on a scenario-based approach for facilitating learning (situated learning) oriented towards solving real-life tasks by employing a range of literacy skills. In this context, reading and writing become the tools for arriving at a satisfying solution of a real-life like problem.

What is this section about?

This section will provide answers to the following questions:

- Who are the targeted learners of the training programme?
- What are the aims of the programme?
- What is the structure of the programme?
- What do we want the learners to know, be able to do etc. at the end of the training programme (in other words, what are the intended learning outcomes)?
- What key concepts could the programme discuss with / introduce to the learners (units, topics)?
- What approaches and resources does the programme provide to facilitate learning (strategies, methods, activities, materials, time allocation)?
- How to monitor and evaluate the learners' progress during the workshop (assessment)?

Note: Ideally, the course should be done as a whole-school professional development event. All teachers – regardless of the discipline they teach – should be part of it as this could be a collective effort to raise their students' literacy levels. And while it is hard to see in the beginning how one could contribute, while covering the course, the teachers' community may figure out roles for every teacher to support this collective initiative.

Workshop participants

This training programme is intended for teachers in vocational education and training. The group of learners may include teachers in vocational education and training (VET) belonging to one organization/ school or not. In the first case, when all teachers from one VET school participate in the training, the impact of the training should be bigger, and more visible.

Every in-service teacher training programme provider should develop its own participant recruitment strategy. Recruitment/enrolment could be done by the training provider in partnership with VET schools or local/regional education authorities, as this may help monitor learner(s) progress beyond the delivery of the



training programme. The learners should commit to attending the whole training programme (all workshops) or specific modules (module 2 and module 3 – if the learner is already able to plan and deliver scenario-based lessons, or module 1 and module 3 – if the learner is already able to plan and deliver lessons in which they use reading and writing strategies). In the second case, the learners should commit to attending the whole training provided within the respective modules.

Note: Organize workshops taking into consideration knowledge of participating teachers regarding the scenario-based learning method and reading and writing strategies. It can be helpful to clarify the previous knowledge and expectations of the participants in advance, e.g. by email.

Even if the workshop is not for language or literature teachers, it may be useful to have them in the workshop because they may help teachers of other disciplines understand the literacy related concepts. The more diverse the group of participants, the better chances of learning from each other – from the various ideas of implementation.

The aims and the structure of the workshops

The aims of the workshops are:

- enabling teachers to plan and deliver scenario-based lessons which integrate reading and writing strategies;
- supporting teachers to reflect on their integrated reading and writing support in vocational education;
- enabling teachers to promote the integrated development of literacy skills in vocational education.

Based on the experience so far and feedback received from the participants in the workshops (an international workshop in Germany, workshops in individual partner countries), a proposal of workshops including three training modules was prepared:

- Module 1 – Scenario-based approach
Objectives:
 - Defining situated learning and scenarios (in the teaching-learning context)
 - Stating the situated learning principles
 - Analysing scenarios with reference to the scenario construction criteria
 - Creating appropriate scenarios for the discipline each participant teaches
- Module 2 – Strategies to deal with texts
Objectives:
 - Describing learning strategies/ activities applicable prior to, during and / or after reading
 - Describing learning strategies/ activities applicable prior to, during and / or after writing
 - Analysing the relevance of reading and writing strategies used in lessons
 - Creating and implementing lesson plans in which reading and writing strategies are used for reaching the aims of the lesson



- Reflecting on the implementation of the reading and writing activities in the lesson

- Module 3 - Integrated Reading and Writing Support in Vocational Education

Objectives:

- Describing the Framework of Integrated Reading and Writing Support in vocational education
- Analysing VET scenarios which integrate reading and writing strategies
- Creating VET scenarios which integrate reading and writing strategies
- Reflecting on the implementation of the learners' own scenarios which integrate reading and writing strategies.

Note: If you have in a workshop group teachers with some experience regarding to scenario-based learning method let them tell about their experiences- advantages and disadvantages of using the method.

Although VET teachers tend to think they master various reading and writing strategies, it is not until they actually try to plan a lesson that includes carefully planned reading and/ or writing activities that they realise that raising strategic readers and writers is not easy, and that they need plenty of support and practice with the application of the reading and writing strategies. The proposed workshop can create the frame for that support and practice.

Depending on the context of your workshop programme be careful not to overload the training.

Intended learning outcomes

At the end of the course, participants will be able to:

- Create and implement scenario-based lessons which integrate reading and writing strategies;
- Reflect on the implementation of the scenario-based lessons which integrate reading and writing strategies;
- Argue for using reading and writing strategies in VET lessons.

A measurable effect will be the enrichment of teachers' learning facilitation strategies and methods that develop students' skills and knowledge.

To see example of overview of learning outcomes correlated with key concepts and topics, go to [Appendix 2](#).

Figure no 2. Overview of learning outcomes correlated with key concepts and topics

Topics & key concepts by modules	Module 1. Scenario- based approach	Module 2. Strategies to deal with texts	Module 3. Integrated Reading and Writing Support in Vocational Education
→			



Learning outcomes ↓	Subtopics ↓	Subtopics ↓	Subtopics ↓
...
...
...

Methodology

As concerns the training methodology applied, the workshops should include demonstration lessons, in which the teachers participate wearing two “hats”. Teachers first take part in the activities designed for students, which gives them the opportunity to experience first-hand the various forms of conducting discussions resulting from scenarios (scenario-based teaching). They act as learners who are gaining direct experience of active reading, writing and discussion strategies built into scenarios. Next, they act as teaching practitioners who reflect on their own recent learning experience and analyse the lessons they have been through relying on their professional knowledge and expertise. After each demonstration lesson, a detailed discussion of its course takes place. Demonstration lessons are followed by debriefing sessions aimed at unpacking the lesson. Theoretical underpinnings of the teaching-learning strategies are discussed. This is followed by guided practice, where teachers cooperatively plan how to use the various strategies and techniques in their everyday work benefitting from each other’s support and feedback. When they get back together in the following workshop session, they start by sharing their classroom experiences, including samples of their students’ work, reflecting on how their lessons have unfolded and what they have noticed in their students’ response to the newly applied approaches to facilitating learning.

The strategies used during the workshops should be highly participatory, actively engaging the participants in thoroughly understanding concepts, practising skills and developing their teaching skills by integrating the ReWrVET approach in their daily work.

A balanced and flexible mix of individual, pair, small group and whole-group activities is recommended. Some of the activities (such as classroom implementation, reflection) will be done individually, while some others in pairs mostly for the purpose of supporting the learners in clarifying their thoughts by discussing with another learner before they are invited to share in the large group. Group activities will be done in 3-5-person groups, while whole-group activities will be used for presentations by the trainers, and discussions for debriefing the

demonstration lessons or clarifying concepts or tasks and for sharing the resulting products of the workshop.

The training facilitators will provide scaffolding, including model/master scenarios which integrate reading and writing strategies, depending on needs.



Scenario building session during the International Workshop for Teachers, October 13, 2016, Speyer, Germany



Materials and resources

The ReWrVET project intellectual outputs O2, O4, O5 are useful resources for developing the course materials. Video presentations, handouts, worksheets, templates, model products (master scenarios, lesson plans) will be provided. The participants will be encouraged to keep the worksheets/ handouts for future reference and for self-assessment purposes.

The venue should be equipped with furniture that allows various layouts: for group work, there should be a table for each group to sit around and discuss/write. For pair work, the pairs need to be able to sit facing each other and somewhat away from another pair/small group so that the parallel discussions would not interfere.

For the video and PowerPoint presentations, there should be proper equipment (beamer, screen).

The number of training hours should be sufficient for each learner to reach the aims of the training and the targeted learning outcomes. Considering the specificity of work in different countries and educational organizations, as well as many factors such as the context, the learners' basic knowledge in the field, legal regulations connected with certification and accreditation of the in-service teacher training course, etc., each in-service teacher training provider may decide on the number of hours to allocate to this training programme.

It is possible to plan and implement the training programme as a blended course – of course, in this case, the training providers will have to carefully plan the online and the face-to-face training activities, decide on the e-learning platform to be used, make sure that the learners know how to use the e-learning platform, etc.



Scenario building sessions during International Workshop for Teachers, October 13, 2016, Speyer, Germany

Workshops plan

In the annexes there are 2 examples of course/workshop plans - see [Appendix 1](#) and [Appendix 2](#).

Assessment

Assessment will be done by means of direct observation of the learners, individual discussions, assessment of group and/or individual products resulting from the workshop and guided self-assessment based on reflection. The summative assessment of the learners' progress will be done through the learners' portfolios and by using a set of rubrics (see an example of the portfolio content in [Appendix 2.3](#)). Rubrics should be provided (see [Appendix 2.4](#) for an example of rubrics) for three different levels of performance (modest, medium, and advanced) for each learning outcome. The rubrics are aimed at facilitating the learners' self-directed learning as well. Therefore, they should be introduced in the early sessions, and revisited as often as necessary.



In order to evaluate the impact of the training, the IO3 assessment tools should be used: students questionnaire before the start of the training and four months after the end of the training as well as the teachers' main survey before the start of the training, group interviews with teachers at the end of the training and group interviews with teachers four months after the end of the training.

In addition to assessing the learners' progress, the programme providers will also ask for feedback on the course especially in terms of perceived usefulness/ attractiveness of the training (see [subchapter 3.3](#)).

Note: It is important that the workshop takes two areas into account. First "Microteaching" i.e. teacher skills such as strategies to deal with texts, diagnostics and second "Macroteaching", that means enabling teachers to change more complex teaching characteristics through the scenario-based approach, e.g. on intensifying cognitively challenging and activating lessons.

Like with any kind of learning, reflection is an essential part of professional development as well – and this is true for teachers going through this recommended workshop. The proposed approach is innovative and not simple – though we may be tempted to believe so (don't we all read and write?!) – and good mastery of the key concepts increases the likelihood of correct implementation, just like collegiality in the course may increase the chances of school-wide success of raising strategic readers and writers.

It is helpful to have so much flexibility with the workshop as described in the sample short version and the sample long version. We know that teachers are always short of time ... However, teachers and trainers need to make the best decision based on the teachers' initial skills as literacy learning facilitators.

Most important the participation in the workshop should have an impact on students. Therefore part of the participants reflection should be to describe the effects of scenarios on the affective-motivational development of students.

Don't make your training too theoretical and try to ensure the practical relevance of your materials. The following time division has proven successful in workshops: 1/3 input, 1/3 exercises, 1/3 reflection.

Reflections

Flexibility in the selection of the content of the workshops as well as the number of hours makes it possible to develop workshops tailored to the needs, possibilities and expectations of a group of participants. Therefore, the offer of the workshops may be suitable for both newcomers to the method and teachers with experience in working with the scenario method.

It is advisable to have a monthly break between training meetings so that teachers participating in the workshops have the opportunity to test their knowledge during classes with students and draw conclusions for further work. Then it is possible to discuss learning experiences based on scenarios with the other participants of the workshop, so that each participant has the opportunity to include feedback and suggestions from the group in their further work with the students. This form of workshops is useful for the participants of the training and highly strengthens their skills of working with scenarios of different groups of students.



Short training courses can hardly break up and change routines and patterns of behavior that have developed over a longer period of time. In contrast, it is not always possible to offer a long-term training. In order to increase the sustainability of the workshop, participants should be given a binding mandate to develop after the workshop scenarios, use them in their classroom and reflect both, use and scenario. The scenarios and their reflection should be stored on an online platform, where they can also be viewed and commented on by the other course participants.

To design the workshop highly participatory helps participants to make experience such as students do and it is an effective way for a better understanding of the theoretical background knowledge of the whole project.

Regardless of the teaching strategies used so far, the scenario-based teaching is a method that strengthens the creativity of both students and teachers.

Participation in the workshops increase teachers' interest in the method and their independence in the use of lesson plans in teaching different subjects at different ages, with different levels of knowledge and skills. Training makes you feel more comfortable in creating scenarios and working with the method.

Organise a group of support for example using eTwinning platform and create such a group- it can be a place for good practices, webinars, support in solving teachers problems.







Organization and documentation

Marketing

The ways to promote the workshop depend on the organizations and its employees. The presentation of information about the workshops should be attractive enough to motivate the teachers to take part in the training and transfer their learning in their daily work. Training providers may rely on classical commonly used methods of promotion, as school website, social media, platforms for educators, posters or leaflets.



Picture 1. Example of workshop promotion in social media, CKU Sopot

See [appendix no 7](#). Workshops promotional material (example)

The partners' experience shows that these tools are not always sufficient to raise the teachers' interest in new training programmes. In this case, a proposal focused on an individual person may be more effective. For this purpose, the training provider may organise a formal or an informal meeting with the teachers, inviting the vocational counsellor, and preferably a few teachers who already know the training programme or master the practices promoted in it. During such meetings, one can start by presenting a selection of the ReWrVET project products in order to make teachers curious about the programme. By conveying a professionally attractive message with reference to the teachers' practical needs, it may be easier to encourage teachers to participate in the workshop.

Documentation

Each organization that provides training for teachers' professional development collects/compiles the documentation of the course observing the legal regulations in force in each country, or organisational policies.

For example, the following documents may be included in the course documentation:

- Workshop programme/ agenda ([appendix no 1 & 2](#))
- participant attendance list ([appendix no 3](#))
- register of issued certificates ([appendix no 4](#)) (for a model of an attendance certificate see [appendix no 5](#))

Documents contained in this publication can serve as templates that can be adapted to the needs of the organization and participants in each country.



Feedback from for participants

Feedback from the workshop participants (teachers) is an important element. Participants will have the opportunity (during both the discussion and the survey) to share their own opinions about the workshops (e.g.: what has proved to be especially useful, suggestions for changes, etc.). The collected information will be discussed subsequently by trainers responsible for the implementation of the workshops. Suggestions will be taken into account in the implementation of further teacher training courses.

The proposed model of the evaluation questionnaire for the participants of the workshops is presented below. This is an optional form of evaluation that can be replaced by another form, e.g. oral feedback from participants at the end of the workshop.

[See appendix no 6. Evaluation questionnaire.](#)

Certification

For certification purposes, each teacher trainer provider will observe the regulations in force in their education system or in their institution. As a general rule, each teacher who participates actively in the course should be entitled to an attendance certificate. This certificate may contain a list of the topics covered and the number of hours.

However, for a certificate of successful completion the participants should demonstrate that they have reached the learning outcomes of the course. In this case, the certificate should state, in addition to the above, what new specific competences the teacher has gained. This is especially the case when the in-service teacher education system allocates credit points to specific training programmes.

It is the responsibility of the workshop organizer to decide on the number of hours and the document to certify attendance/ successful completion after the Programme has ended.

[See appendix no 5. Certificate \(suggested pattern\).](#)

Appendixes (templates, examples)

Appendix 1. Structure of workshop for teachers – example no 1

**Workshops for teachers:
Integrated Reading and Writing Support in Vocational Education
- scenario based learning**

Period: _____

Place: _____

Duration (number of hours to be adjusted according to the needs of organization/target group i.e. 4 hours per module, 12 hours in total)

STRUCTURE



Module no	Module title, duration	Content	Learning activities	Examples of reading and writing strategies used during workshops
1.	Scenario based approached - theoretical background	<ul style="list-style-type: none"> • Short introduction to the project, its goals, results • Theoretical background – scenario-based approach • Analysing scenarios (scenario construction criteria, scenario implementation) • Creating scenarios for teaching specific subjects 	<ul style="list-style-type: none"> • Brainstorming • Group discussion • Individual reading • Reading and analysis of information materials – pair work • Presentation and analysis of the patterns of scenarios • Feedback from the participants and the trainer 	<ul style="list-style-type: none"> • Graphic organisers (cluster, mind-map, flow-chart, M-chart, T-chart, Venn-diagram, fishbone)
2.	Strategies to deal with texts	<ul style="list-style-type: none"> • Helpful strategies before, during and after reading • Helpful strategies before, during and after writing • Interdependence of reading and writing aids • Lesson plans including methods that support reading and writing 	<ul style="list-style-type: none"> • Group discussion • Pair work • Individual work • Feedback from the participants and the trainer 	<ul style="list-style-type: none"> • Advance organiser • LINK • DRTA • INSERT • Graphic organizers (cluster, mind-map, flow-chart, M-chart, T-chart, Venn-chart, fish bone) • Frayer Model
3.	Integrated reading and writing support in vocational education	<ul style="list-style-type: none"> • Analysis of scenarios that integrate reading and writing strategies • Preparation of at least two scenarios for VET students • Discussing the use of scenarios during classes with students (argue for using reading and writing strategies in VET lessons) • Summary of the workshops 	<ul style="list-style-type: none"> • Brainstorming • Group discussion • Pair work • Individual work • Feedback from the participants and the trainer 	<ul style="list-style-type: none"> • Graphic organizers

Appendix 2. Structure of a 38-hour workshops – example no 2 (example provided by ALSGDC, Romania)

Workshops for teachers: Integrated Reading and Writing Support in Vocational Education

Period: _____

Place: _____

Duration: 38 hours



Overview of learning outcomes correlated with key concepts and topics

Topics & key concepts by modules →	Module 1 – Scenario-based approach Situating learning Scenario based approach	Module 2 – Strategies to deal with texts Metacognition Text structure Comprehension Disciplinary vocabulary	Module 3 - Integrated Reading and Writing Support in VET Scaffolding Model of complete action Reading to write/ Writing to read
<i>Learning outcomes</i> ↓	<i>Subtopics</i> ↓	<i>Subtopics</i> ↓	<i>Subtopics</i> ↓
Create and implement scenario-based lessons which integrate reading and writing strategies	Situating learning Scenario based approach – what is a scenario, what does a scenario look like, how to construct a scenario, criteria for scenarios (scenario construction)	Didactic – methodological principles (mediation in class, cognitive and metacognitive strategies) Reading & writing strategies (e.g.: INSERT, LINK, DRTA, graphic organisers, collaborative writing, brainstorming, think aloud, reciprocal teaching)	Didactic – methodological principles (scaffolding, model of complete action) ReWrVET framework How to integrate reading and writing to solve a scenario-task?
Reflect on the implementation of the scenario-based lessons which integrate reading and writing strategies		Criteria for reading and writing tasks What texts to write to solve a task?	Scenario-based learning checklist
Argue for using reading and writing strategies in VET lessons		Why use reading and writing strategies in all disciplines?	Why use ReWrVET approach in VET lessons?



Detailed planning

Module no	Module title, duration	Learning outcomes (what participants will be able to do at the end of the module)	Content
1	Scenario-based approach [10 hours]	<ul style="list-style-type: none"> • Define situated learning – as general theory of knowledge acquisition • State the situated learning principles • Define scenarios • Analyse scenarios with reference to the scenario construction criteria • Create at least 2 appropriate scenarios for the discipline the learner teaches 	<ul style="list-style-type: none"> • Situated learning (J. Lave) • Scenario based approach – what is a scenario, what does a scenario look like, how to construct a scenario, criteria for scenarios (scenario construction)
2	Strategies to deal with texts [18 hours]	<ul style="list-style-type: none"> • Describe at least 6 learning strategies/activities applicable prior to, during and / or after reading • Describe at least 6 learning strategies/ activities applicable prior to, during and / or after writing • Analyse the relevance of reading and writing strategies used in at least 2 lessons • Argue for the necessity of using reading and writing strategies in their lessons • Create and implement at least 2 lesson plans including reading and writing strategies • Reflect on the implementation of the lesson plans including reading and writing activities 	<ul style="list-style-type: none"> • Didactic – methodological principles • Why use reading and writing strategies in all disciplines? • Reading strategies • Writing strategies • Criteria for reading and writing tasks • What texts to write to solve a task?
3	Integrated Reading and Writing Support in Vocational Education [18 hours]	<ul style="list-style-type: none"> • Describe the Framework of Integrated Reading and Writing Support in VET • Analyse 3 VET scenarios which integrate reading and writing strategies • Create and implement 2 VET scenarios which integrate reading and writing strategies • Reflect on the implementation of the 2 scenarios 	<ul style="list-style-type: none"> • ReWrVET framework • Didactic – methodological principles • How to integrate reading and writing to solve a scenario-task? • Scenario-based learning checklist • 3 master scenarios



Module 1. Scenario-based approach

Item	Learning outcome	Learning activity	Methodology/ methods	Materials	Time
1	Define situated learning – as general theory of knowledge acquisition	<ul style="list-style-type: none"> • Individual/ peer reading • Group discussion 	<ul style="list-style-type: none"> • Reciprocal teaching • Socratic questioning 	IO2: Framework “Integrated reading and writing support in vocational education”	1h
2	State the situated learning principles	<ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Think-pair-share 	Text: Situated learning (J. Lave) http://www.instructionaldesign.org/theories/situated-learning.html	½ h
3	Define scenarios	<ul style="list-style-type: none"> • Individual/ peer reading 	<ul style="list-style-type: none"> • Mind mapping 	IO4: Guidelines – Planning reading and writing activities within scenario-based learning in VET	1 ½ h
4	Analyse scenarios referring to the scenario construction criteria	<ul style="list-style-type: none"> • Peer/ Group work • Discussions 	<ul style="list-style-type: none"> • Rotating review 	2-3 scenarios of different quality (IO5 - Scenario-based reading and writing classroom materials)	2h
5	Create at least 2 appropriate scenarios for the discipline they teach	<ul style="list-style-type: none"> • Pair/ group work • Presentations & feedback • Implementation of the scenarios • Reflection on the implementation of (at least one of) the scenarios • Revision of the scenarios 	<ul style="list-style-type: none"> • Collaborative work • Gallery tour • Written reflection • Peer revision 	Template of the scenario	5h



Module 2. Strategies to deal with text

Item	Learning outcome	Learning activity	Methodology/ methods	Materials	Time
1	Describe at least 6 learning strategies/ activities applicable prior to, during and / or after reading	<ul style="list-style-type: none"> Individual reading 	<ul style="list-style-type: none"> INSERT 	IO2: Framework “Integrated reading and writing support in vocational education” IO4: Guidelines – Planning reading and writing activities within scenario-based learning in VET	3h
2	Describe at least 6 learning strategies/ activities applicable prior to, during and / or after writing	<ul style="list-style-type: none"> Individual reading 	<ul style="list-style-type: none"> INSERT 	IO2: Framework “Integrated reading and writing support in vocational education” IO4: Guidelines – Planning reading and writing activities within scenario-based learning in VET	3h
3	Analyse the relevance of reading and writing strategies used in at least 2 lessons	<ul style="list-style-type: none"> 2 demonstration lessons (which use reading and writing strategies) Discussion – debriefing/ analysis of the relevance of the reading and writing strategies 	<ul style="list-style-type: none"> LINK Graphic organisers Collaborative writing (in pairs) Brainstorming Think aloud/ reciprocal teaching 	IO2: Framework “Integrated reading and writing support in vocational education” IO4: Guidelines – Planning reading and writing activities within scenario-based learning in VET	5h
4	Argue for the necessity of using reading and writing strategies in their lessons	<ul style="list-style-type: none"> Pair/ group work 	<ul style="list-style-type: none"> Think – pair – share Argumentative writing 	IO3 – students questionnaire, teachers main survey	1 ½ h
5	Create and implement at least 2 lesson plans in which they use reading and	<ul style="list-style-type: none"> Individual / group work Presentations & feedback 	<ul style="list-style-type: none"> Project work 	IO5 - Scenario-based reading and writing classroom materials	5 h



Item	Learning outcome	Learning activity	Methodology/ methods	Materials	Time
	writing strategies	<ul style="list-style-type: none"> • Implementation of the lessons • Revision of the lesson plans (after reflection) 			
6	Reflect on the implementation of the reading and writing activities created lesson plans	<ul style="list-style-type: none"> • Individual writing 	<ul style="list-style-type: none"> • Reflective writing 		½ h

Module 3. Integrated Reading and Writing Support in Vocational Education

Item	Learning outcome	Learning activity	Methodology/ methods	Materials	Time
1	Describe the Integrated Reading and writing support in vocational education framework	<ul style="list-style-type: none"> • Individual reading 	<ul style="list-style-type: none"> • DRTA 	IO2: Framework “Integrated reading and writing support in vocational education	4h
2	Analyse 3 VET scenarios which integrate reading and writing strategies	<ul style="list-style-type: none"> • Pair/ group work • Group discussions 	<ul style="list-style-type: none"> • Think – pair - share 	IO5 - Scenario-based reading and writing classroom materials IO4 - Checklist for developing a scenario, which enhances literacy skills	5 ½ h
3	Create and implement 2 VET scenarios which integrate reading and writing strategies	<ul style="list-style-type: none"> • Individual / group work • Presentations & feedback • Implementation of the lessons • Revision of the scenarios (after reflection) 	<ul style="list-style-type: none"> • Project work 	IO5 - Scenario-based reading and writing classroom materials IO4 - Checklist for developing a scenario, which enhances literacy skills	5 h



4	Reflect on the implementation of the 2 scenarios	<ul style="list-style-type: none">• Individual writing• Group discussions	<ul style="list-style-type: none">• Reflective writing• Socratic questioning	IO3 Guideline-based group interviews (post-test)	2 ½ h
5	Arguing for the necessity of using the ReWrVET approach in VET lessons	<ul style="list-style-type: none">• Individual writing• Peer feedback	<ul style="list-style-type: none">• Argumentative writing		1 h





Summative assessment – Content of the learner’s portfolio

Learning outcomes	Module 1 - Scenario-based approach	Module 2 - Strategies to deal with text	Module 3 - Integrated Reading and Writing Support in Vocational Education
Create and implement scenario-based lessons which integrate reading and writing strategies	<p>2 appropriate scenarios for the discipline the learner teaches</p> <p>Classroom material & students’ productions (from the implementation phase)</p> <p>Revised scenarios</p>	<p>2 lesson plans in which the learner uses reading and writing strategies</p> <p>Classroom material & students’ productions (from the implementation phase)</p> <p>Revised scenarios</p> <p>Analysis of the relevance of reading and writing strategies used in the 2 lessons</p>	<p>2 VET scenarios which integrate reading and writing strategies</p> <p>Filled-out check-list template for the 2 scenarios</p> <p>Classroom material & students’ productions (from the implementation phase)</p> <p>Recordings from the lessons in which the 2 scenarios are implemented</p> <p>Revised scenarios</p>
Reflect on the implementation of the scenario-based lessons which integrate reading and writing strategies	<p>Reflective writing on the implementation of the scenarios</p>	<p>Reflective writing on the implementation of the 2 lesson plans</p>	<p>Reflective writing on the implementation of the 2 scenarios</p>
Argue for using reading and writing strategies in VET lessons		<p>Write an article for a teachers’ magazine arguing for or against the necessity of using reading and writing strategies in VET lessons</p>	<p>Write an article for a teachers’ magazine arguing for or against the necessity of using the ReWrVET approach in VET lessons</p>



Rubrics for the training

Learning outcomes	Levels of performance		
	Modest	Good	Very good
Create and implement scenario-based lessons which integrate reading and writing strategies	<p>Learner implements scenario-based lessons which integrate reading and writing strategies developed by others with minor adjustments.</p> <p>Learner demonstrates limited understanding of how to integrate reading and writing strategies in a scenario-based lesson.</p>	<p>Learner creates a scenario which meets some of the quality criteria defined in the IO4 - Checklist for developing a scenario, which enhances literacy skills.</p> <p>Learner implements the scenario-based lesson with reasonable focus on a literacy skill providing some scaffolding.</p>	<p>Learner creates a scenario which meets most of the quality criteria defined in the IO4 - Checklist for developing a scenario, which enhances literacy skills.</p> <p>Learner implements the scenario-based lesson with excellent focus on a clearly defined and specific literacy skill providing the necessary scaffolding.</p>
Reflect on the implementation of the scenario-based lessons which integrate reading and writing strategies	Learner merely describes the implementation of the scenario-based lessons which integrate reading and writing strategies.	Learner describes the implementation of the scenario-based lessons which integrate reading and writing strategies, as well as any changes made to the plan and his/ her students response.	In parallel with describing the implementation of the scenario-based lessons which integrate reading and writing strategies, the learner shares his thoughts about his/ her students response to the stages of the learning process the adjustments he/ she considered making/ made and how his/ her future practice is informed by these findings.
Argue for using reading and writing strategies in VET lessons	Learner expresses a general argument for using reading and writing strategies in VET lessons.	Learner expresses 2-3 specific arguments for using reading and writing strategies in VET lessons.	Learner expresses more than 3 specific and relevant arguments for using reading and writing strategies in VET lessons.



Appendix 3. Participants attendance list

**Workshops for teachers:
Integrated Reading and Writing Support in Vocational Education
– scenario based learning**

Period: _____

Trainer: _____

No. of hours: _____

ATTENDANCE LIST

No.	Name and surname	e-mail	Organization	Participant signature		
				_____ Date	_____ Date	_____ Date
1						
2						
3						
4						
5						
6						
7						
8						
9						



10						
----	--	--	--	--	--	--



Appendix 4. Certificate register

Workshops for teachers:
Integrated Reading and Writing Support in Vocational Education –
scenario based learning

Period of workshop - from: __ - __ - ____ to: __ - __ - ____

REGISTER OF ISSUED CERTIFICATES

No.	Certificate number	Name and surname	Date of issue	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

CERTIFICATE

MRS/MR

(name and surname of the Participant)



Date of birth: place of birth:

Took part in the workshop for teachers entitled
Integrated Reading and Writing Support in Vocational Education
- scenario based learning

From: __ - __ - ____ to: __ - __ - ____

The workshop was organized as part of the ReWrVET project - Integrated Reading and Writing Support in Vocational Education (ReWrVET project was funded with support from the European Commission under Erasmus + Programme) (Project No. VG-SPS- RP-15-36-013584).

Programme of the workshops:

No. of hours:

1. Scenario based learning
2. Work strategies with text
3. Integrated reading and writing support in vocational education

Total: _____

.....
Signature of workshop organizer

.....
Legal representative of the organisation

Certificate no.:

Place and date:

Stamp of the organisation



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

ReWrVET project was funded with support from the European Commission under Erasmus+. This document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Project period: 01 09 2015-31 08 2018. Agreement VG-SPS-RP-15-36-013584.



Appendix 6. Feedback questionnaire

The questionnaire was developed as part of the ReWrVET project – *Integrated Reading and Writing Support in Vocational Education Project* funded with support from the European Commission under Erasmus+ Programme. The questions below ask for your opinions about the workshop/course in terms of developing competences needed for scenario-based teaching with integrated reading and writing activities in vocational education. Your answers will help us to improve the workshop for future groups of learners. Please, rate the various aspects of the workshop on a 1 to 5 scale, where 1 means "Strongly disagree," or the lowest, most negative impression, and 5 means "strongly agree," or the highest, most positive impression.

1. The expected learning outcomes of the workshop were clear to me.

1 2 3 4 5

Please, comment briefly: _____

2. The activities in this workshop included sufficient practice and feedback.

1 2 3 4 5

Please, comment briefly: _____

3. The level of difficulty of this workshop was appropriate.

1 2 3 4 5

Please, comment briefly: _____

4. I am confident that I can transfer what I learned in this workshop to my teaching practice:

1 2 3 4 5

Please, comment briefly: _____

5. I will recommend the workshop to other VET teachers.

1 2 3 4 5

Please, comment briefly: _____

6. The most useful aspect(s) of the workshop: _____

7. The thing(s) I would change about the workshop: _____

Thank you for filling in this questionnaire!

Appendix 7. Poster promoting the workshops



1

- Do your students have learning difficulties?

2

- Maybe they do not have sufficient reading and writing skills?

3

- Take part in the workshops: *Integrated Reading and Writing Support in Vocational Education - scenario-based learning.*



Interested?

Give us a call: _____

or visit website: _____