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Bachelor paper: written interaction

Part I: theoretical component

A guide on how to introduce written interaction, its evaluation, and its remediation possibilities in the TEFL-classroom, according to the guidelines of the new secondary education curriculum of the first stage (A-stream).

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Vakgroep: Engels

Tot het behalen van het diploma van:

2019-2020

Educatieve bachelor voor secundair onderwijs

TREFWOORDEN

Written interaction

Written production

Activities

Assessment by means of rubrics

Remediation possibilities

Foreword

Writing a thesis is the last step before students obtain their diploma. We wrote this paper at the end of our study to obtain our bachelor's degree for the 'Bachelor in Education: Secondary Education', with subjects English and Dutch, at the Artevelde University of Applied Sciences. For our bachelor thesis, we chose to research the subject 'Written interaction'.

This work is the result of intensive cooperation between many people who we would like to thank sincerely.

Firstly, we would like to thank our promotor, Melissa De Bruyker, for her support and guidance during the long process.

In addition, we would like to thank Mrs Martine Gillis and Mr Mario Lecluyze, both educational advisors of the Catholic Education Flanders (KathOndVla). Thanks to their detailed input, structured information, and extensive feedback we were able to complete our thesis successfully.

On top of that, we are very grateful to the teachers who completed our survey. Thanks to their practical experience, we were able to add a lot of useful information and we got a clear picture of their needs regarding our topic, written interaction.

We would also like to thank everyone who found the time to proofread our thesis and to give us useful tips to finetune this work. We would especially like to thank Mrs Martine Gillis, Mr Mario Lecluyze, Mrs Els Colle, Mrs Anne De Paepe and Mr Willy Caekebeke for their constructive feedback and the interesting insights they offered us.

Finally, we would also like to thank each other as our collaboration went very smoothly and efficiently. We learned a lot on our way during this process and we would not have wanted to do it with anyone else.

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I. Introduction/preface

Written interaction was introduced as a completely new topic in the new curriculum of the first stage (A-stream) by Catholic Education Flanders (KathOndVla) in 2019. It sparked our interest because of its novelty in education. However, we soon realised that we were novices in this field since the introduction of the topic is very recent and had therefore not been addressed during our bachelor's studies. We also noticed that neither unambiguous information nor concrete materials were available yet.

After brainstorming about this topic and some adaptation, we decided that we wanted to find an answer to the following research question: "*How can we remediate specific aspects of a written interaction task based on the assessment criteria in the rubric?*". We chose this question because it covers almost everything a teacher needs to know to implement written interaction efficiently and effectively in the L2-classroom, namely the tasks, the assessment and the remediation. As a result, this thesis aims to understand the topic 'written interaction', clarify the possibilities for evaluation by means of rubrics and add options for the subsequent remediation.

In addition to this research question, we came up with the following sub questions.

- What is written interaction?
    - Which level of written interaction must pupils in the A-stream of the first stage of secondary education obtain?
    - What are the differences and similarities between written interaction and spoken interaction?
- Why did the Department of Education implement written interaction into the new first stage curriculum for the A-stream?
- What do we have to incorporate into a written interaction task?
- What type of activities can we do in class to practise written interaction?
- What are rubrics and how can we use them to assess written interaction?

To make sure that our practical component covered the needs of the teachers, we sent out a questionnaire via Google Forms. The results of this questionnaire showed that some teachers would be happy to receive some support for the topic 'written interaction'.

Therefore, we created a guide for teachers that consists of two parts. The first part is a theoretical introduction to the topic, containing what teachers need to know to develop proper written interaction tasks and their corresponding assessment. The second is a practical part with a collection of ready-for-use written interaction activities, their corresponding rubrics, and different ways to remediate these tasks.

However, during our research, we discovered that options for remediating written interaction are rather sparse. We also noticed that the skill 'written interaction' is intertwined with the skill 'written production'. Because of this, we decided to add some written production tasks, their corresponding rubrics, and the remediation possibilities for these written production tasks. These can also be found in our practical part.

II. Methodology

When we started brainstorming about which topic we would research, 'written interaction' sparked our interest. We knew that it was a new skill in the first stage curriculum and therefore we suspected that there would not be many materials nor much information on this subject yet. This assumption was confirmed by initial research through literary study, exploring websites and consulting commonly used workbooks such as New Contact, Spark, and Ace.

After this investigative research, we concluded that it would be interesting to create proper written interaction tasks. Since assessment and remediation are important aspects of the learning process, we thought it fitting to focus on assessment possibilities and remedial aspects of written interaction as well. We selected rubrics as a means of assessment as this is an assessment tool we are familiar with. We also deem rubrics to be very efficient and transparent for both teachers and students.

This meant that we needed to find an answer to the following research question: *"How can we remediate specific aspects of a rubric of a written interaction task after having formatively assessed said task?"*

EXPLORING THE THEORETICAL BACKGROUND

In addition to this research question, we formed the following sub questions to explore the theoretical background of the topic.

- What is written interaction?
    - What is the difference with spoken interaction tasks?
- Why did the Department of Education implement written interaction into the new first stage curriculum?

However, when researching these sub questions, we came to the realisation that these aspects of written interaction had not yet been clarified extensively, neither by the Flemish government, nor by the Flemish educational networks. We found some information online, but it was not always clear nor unambiguous. The definition of written interaction seemed to vary in every source. We have added some examples in attachments as 'Attachment 1: definitions of written interaction'. On top of that we could not find information on why the Department of Education had implemented written interaction into the new first stage curriculum.

We tried to gather this information by contacting Mr Kris Van den Branden, teacher trainer and lecturer at the Catholic University of Leuven, who was a member of the Flemish attainment targets committee. We developed a questionnaire with the following questions.

- What is the description of the new skill 'written interaction' according to the Catholic Education of Flanders curriculum committee?

- Why did the Catholic Education of Flanders curriculum committee implement 'written interaction' as a separate category in the new curriculum of the first stage?

- Which forms of 'written interaction' can be dealt with in the first stage of the Catholic Education of Flanders?

- Which of the following materials could teachers use in the first stage of secondary education?

    o Ready for use: written interaction tasks based on different levels.

    o Ready for use: rubrics that go with the written interaction tasks based on different levels.

    o Checklist of what a written interaction task should consist of.

    o Examples of ways to remediate after having given feedback on a written interaction task.

Unfortunately, Professor Van den Branden did not answer. Therefore, we contacted Mr Mario Lecluyze, educational advisor of English and CLIL of West-Flanders, as he had been a member of the curriculum committee as well. Mr Lecluyze gave us an extensive answer to these questions. You can find them in the attachments as 'Attachment 2: answers questionnaire theoretical background'. An important remark Mr Lecluyze gave us, was that written interaction is only present in the first-stage curriculum of the A-stream. So, we modified the corresponding research question to the following.

- Why did the Department of Education implement written interaction into the new first stage curriculum (A-stream)?

He also gave us the insight that the Companion Volume of the Common European Framework of References for Languages (CEFR) served as the basis for the development of the new curriculum (A-stream) of the first stage of the Catholic Education Flanders (KathOndVla). Therefore, we explored this document extensively and added the following question.

- Which level of written interaction must pupils in the A-stream of the first stage of secondary education obtain according to the CEFR?

In conclusion, our research questions to obtain some theoretical background became the following.

- What is written interaction?
    o Which level of written interaction must pupils in the A-stream of the first stage of secondary education obtain?
    o What are the differences and similarities between written interaction and spoken interaction?
- Why did the Department of Education implement written interaction into the new curriculum for the A-stream of the first stage?

After re-evaluating our research questions, we concluded that our main research question "*How can we remediate specific aspects of a rubric of a written interaction task after having formatively assessed said task?*" was rather ambiguous. We actually meant 'based on the specific aspects of the rubric that pupils score low marks on. *"How can we remediate specific aspects of a written interaction task after having formatively assessed said task by means of a rubric?"* seemed more suitable but too

complicated. Eventually, we decided on the following question: *"How can we remediate specific aspects of a written interaction task based on the assessment criteria in the rubric?"*.

CREATING PRACTICAL MATERIALS

As previously mentioned, we also wanted to create practical materials to go along with our research question. We decided that these materials had to be proper written interaction tasks, corresponding rubrics as a means of assessment and remediation possibilities. As we needed some background information on these practical materials, we added the following questions.

- What do we have to incorporate into a written interaction task?
- What type of activities can we do in class to practise written interaction?
- What are rubrics and how can we use them to assess written interaction?

To verify whether our practical materials would match the needs of the teachers, we sent out a questionnaire. We asked teachers what materials would be of use to them to deal with written interaction in their lessons effectively. We posed the following questions:

- Do you work on written interaction during your lessons? (Yes/no)

- Which written interaction tasks have you already worked on in class? (E.g. mail, chat messages, postcard …) (Open answer)

- Do you assess written interaction tasks? (Yes/no/sometimes)

- How do you give feedback during your written interaction tasks? (Open answer)

- Do you remediate after having given feedback? (Yes/no/sometimes)

- How do you remediate a task after having given feedback? (Open answer)

- In which of the following materials would you be interested? (Select the options)

    o Ready for use: written interaction tasks based on different levels.

    o Ready for use: rubrics that go with the written interaction tasks based on different levels.

    o Checklist of what a written interaction task should consist of.

    o Examples of ways to remediate after having given feedback on a written interaction task.

The teachers' answers to this questionnaire can be found in attachments as 'Attachment 3: answers questionnaire practical materials'.

The results of this questionnaire pointed out that a lot of teachers liked the idea of ready-for-use tasks that tackle the topic of written interaction, together with the necessary assessment tools to correct said tasks and examples of ways to remediate. Because the results of the questionnaire matched our own feeling, we decided to create four written interaction activities, corresponding rubrics, and remediation possibilities for these activities.

SOURCES

All the sources consulted can be found in the table of sources. We gathered and read a lot of sources about written interaction. Most sources were found online but we also consulted people in the field.

- Firstly, we wanted to interview Mr Kris van den Branden, teacher trainer and lecturer at the Catholic University of Leuven, who had been a member of the Flemish attainment targets committee. However, this was not possible, so we made a questionnaire for him. Unfortunately, he did not reply, so we sent the questionnaire to Mr Mario Lecluyze, the educational advisor of West-Flanders, who was part of the new curriculum committee as well. He gave an extensive answer to our questions. We also had the opportunity to interview him and ask for additional information.

- Secondly, we also consulted contemporary workbooks to check how they had implemented written interaction in their topics.

- On top of that we reviewed articles about written interaction as well as the Companion Volume of the CEFR, which played an important role in the design of the new curriculum.

- We also wanted to interview teachers to get to know their needs and questions concerning written interaction. Due to the busy schedules of teachers, we could not find many teachers that were willing to have this interview. Therefore, we sent out a questionnaire instead.

- Lastly, we consulted Mrs Martine Gillis, the educational advisor of East-Flanders, who was part of the new curriculum committee as well. We conducted an interview with her, during which she gave detailed input, structured information, and extensive feedback. You can find her answers to our questions in attachments as 'Attachment 4: interview Martine Gillis'.

OUR MISINTERPRETATION OF WRITTEN INTERACTION

After having developed our written interaction tasks, the corresponding rubrics, and remedial possibilities for linguistic components, such as grammar, vocabulary, and spelling, we received feedback from Mr Mario Lecluyze and Mrs Martine Gillis. Both noticed that our activities at that point did not meet the criteria of a written interaction task and were in fact written production tasks. This was due to the fact that we did not know that the curriculum imposes two conditions for written interaction. The first condition is that pupils must take on both the role of the sender and the role of the receiver; the second that the conversation must be immediate and spontaneous.

Our remedial possibilities for linguistic components were not feasible either. This was because focusing on linguistic components too much would hinder the second condition of a written interaction task, namely that the conversation must be immediate and spontaneous.

Even though this was an unexpected inconvenience, we decided to keep our four written production activities, their corresponding assessment tools and remediation possibilities for the linguistic aspects that are expected to be used in these activities. Our reasoning behind this decision is that written interaction requires a degree of fluency in written production. Therefore, these tasks can still be useful for teachers.

OVERVIEW OF OUR THESIS

After our setback, we decided to adapt our thesis to fit the description of written interaction according to the new curriculum and developed the following:

- An informative bundle about written interaction

    o What is written interaction?

    o The history of written interaction in the curriculum

    o Background information on how to practise written interaction

    o Background information on assessing written interaction by means of a rubric

    o Background information on remediating written interaction

- A practical component containing our developed materials

    o Ready-for-use written interaction tasks, proper rubrics to assess these tasks and remediation possibilities

    o Ready-for-use written production tasks, proper rubrics to assess these tasks and remediation possibilities

III. Theoretical background

1 WHAT IS WRITTEN INTERACTION?

The Common European Framework of References for Languages (later referred to in our bachelor paper as the 'CEFR') is an important source of inspiration for both us and the new curriculum of Catholic Education Flanders (later referred to in our bachelor paper as the KathOndVla). It is "an international standard for describing language ability by using a six-point scale, in which A1 stands for beginners and C2 for those who have mastered the language." (Cambridge Assessment English, n.d.) The CEFR provides "a clear model of language-related competences and language use to help with the development of curricula and orientation of teaching and learning" (Common European Framework of References for Languages).

One of the skills the CEFR defines, is writing. Writing is divided into two separate skills: written production and written interaction. For written interaction, the CEFR distinguishes two types, which are 'Correspondence' and 'Notes, messages and forms'. The former focuses on an exchange in written form, while the latter covers transfer of information. The CEFR deals with a third type of written interaction separately, namely 'Online interaction' (Common European Framework of References for Languages).

As previously said, the new KathOndVla-curriculum is based on the CEFR. The new KathOndVla-curriculum of the A-stream also acknowledges the difference between written interaction and written production. Online interaction is not kept as a separate skill but is part of written interaction. The new KathOndVla-curriculum of the B-stream, however, does not mention written interaction; they only concentrate on written production.

According to the new KathOndVla-curriculum of the A-stream, written interaction implies a form of communication during which language users take turns being the 'sender' and the 'receiver'. It is important that pupils constantly switch between being 'sender' and 'receiver'. It is not enough to only be 'sender' or only be 'receiver' as pupils will then only be practising either written production or reading comprehension. Another important aspect of written interaction is the presence of an immediate and spontaneous response. If pupils have the opportunity to reread and adapt their text thoroughly, the response is neither immediate nor spontaneous and is therefore categorised as written production (Lecluyze, 2020) (Gillis, 2020).

As we use the new KathOndVla-curriculum of the A-stream as a starting point, we have adopted their view on written interaction as well. So, when we talk about written interaction, we mean writing that occurs when two or more language users communicate with or react to each other. The basis of this interaction is switching between being both sender and receiver. The interaction is spontaneous and the responses are given immediately.

1.1   KathOndVla-curriculum objectives for written interaction in the first stage

We have based our activities on the curriculum objectives of the new KathOndVla-curriculum of the first stage (A-stream). You can find an overview of these curriculum objectives below.

BASIS: "LPD 5 De leerlingen nemen actief deel aan schriftelijke interactie. Beheersingsniveau: Creëren"

DIFFERENTIATION: "LPD 5.1 De leerlingen nemen deel aan schriftelijke interactie waarbij één of meer kenmerken en/of vereisten naar keuze op een hoger niveau liggen dan de kenmerken van het basisdoel. Beheersingsniveau: Creëren"

(Katholiek Onderwijs Vlaanderen)

1.2   CEFR required levels for written interaction in the first stage

As you could see under 1.1, the KathOndVla curriculum objectives of written interaction are rather brief. Even though the attainment targets and curriculum objectives of the KathOndVla must be used as a reference, and not the Companion Volume of the CEFR, the CEFR's impact is unmistaken.

Below, we will give some background information on the CEFR as well as an overview of their level descriptors on what pupils of the first stage must be able to do for the subcategories 'Correspondence', 'Notes, messages and forms', 'Online interaction' and for written interaction overall (Europees Referentiekader Talen). The overview provides the necessary background information on the attainment targets and curriculum objectives of written interaction.

As previously mentioned, the CEFR serves as an international standard to describe second language acquisition by means of a six-point scale. In this scale level A1 stands for beginners and level C2 for those who have mastered the language. According to the CEFR, pupils must mainly reach level A2 at the end of the first stage of the A-stream as you can see in the table below.

	Listening	Reading	Speaking	Oral interaction	Writing	Global
Primary school	A1	A1	A1	A1	A1	A1
1st stage A-stream	A1/A2	A1/A2	A2	A2	A1/A2	A2

Table 1 Six-point scale of the CEFR

CORRESPONDENCE

Corresponding entails exchanging information by using text messages, e-mails, or letters.

- Pre-A1 Pupils can write short phrases and sentences giving basic personal information with reference to a dictionary.

- A1 Pupils can

    o write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary;

    o write a short, simple postcard;

    o write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.

- A2 Pupils can

    o exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity);

    o convey personal information of a routine nature, for example in a short e-mail or letter introducing him/herself;

    o write very simple personal letters expressing thanks and apology;

    o write short, simple notes, e-mails, and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement);

    o write a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).

(Common European Framework of References for Languages)

NOTES, MESSAGES AND FORMS

The subcategory 'Notes, messages and forms' includes filling in forms with personal details. From level A1 on, taking or leaving messages and writing short notes is also added.

- Pre-A1 Pupils can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.

- A1 Pupils can

    o write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form;

    o leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.').

- A2 Pupils can

    o take a short, simple message provided he/she can ask for repetition and reformulation;

o write short, simple notes and messages relating to matters in areas of immediate need;

o fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc.

(Common European Framework of References for Languages)

ONLINE INTERACTION

Online interaction entails short messages sent via an online medium such as Facebook, WhatsApp, Messenger, Instagram, TikTok …

- Pre-A1 Pupils can

    o post simple online greetings, using basic formulaic expressions and emoticons;

    o post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an online translation tool.

- A1 Pupils can

    o write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool;

    o use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media and can respond to further comments with standard expressions of thanks and apology.

- A2 Pupils can

    o introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time;

    o make short descriptive online postings about everyday matters, social activities, and feelings, with simple key details;

    o comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest, and indifference in a simple way;

    o engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet);

    o make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.

(Common European Framework of References for Languages)

WRITTEN INTERACTION OVERALL

When combining these subcategories of written interaction with the category online interaction, we can conclude that the pupils must be able to carry out the following tasks.

- Pre-A1 Pupils can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary

- A1 Pupils can ask for or pass on personal details in written form.

- A2 Pupils can write short, simple formulaic notes relating to matters in areas of immediate need.

(Common European Framework of References for Languages)

After looking at these level descriptors of written interaction, we noticed that they are rather elementary. This is because the grammar and the vocabulary that the pupils must use in communicative situations, is elementary, everyday language. However, these level descriptors do entail an important aspect of writing for interaction, namely taking turns in being the sender and the receiver.

1.3 Comparison with spoken interaction

Some people might expect that written interaction is similar to spoken interaction as both skills tackle 'interaction'. It is true that the language used in some types of writing is closer to speech than others. For example, chat messages are considered to be closer to speech than filling in forms. However, in general, the language used in written interaction is different from spoken language.

We want to stress these differences, as they play an important role in the design of activities as well as for the design of corresponding rubrics. On the website www.omniglot.com, the differences between written and spoken interaction are explained. We have made the overview below based on these insights so that the differences between written interaction & spoken interaction become clearer.

	Written interaction	Spoken interaction
Correction & changes	Permanent, cannot be changed once printed out/written	Temporary (unless recorded), correction and changes are possible
Use	Used for as long as the language and the writing are understood	Used for immediate interactions
Complexity	More complex (longer sentences, subordinate clauses)	Less complex (repetitions, incomplete sentences, corrections, interruptions)
Punctuation	Punctuation, headings & layout	Timing, tone, volume, and timbre (emotional context)
Feedback	Dynamic interaction and immediate feedback	
Context	Context is smaller, more compact	Context can become larger by explaining things
Re-examination	Can be read repeatedly & closely analysed, notes can be made	Only recorded speech can be listened to repeatedly & closely analysed
Grammar	Some grammatical constructions specific for writing	Some grammatical constructions specific for speaking (e.g. slang expressions and tags such as y'know, like, etc.)
Vocabulary	Some fields of vocabulary more likely for writing	/

Table 2 Differences & similarities between written interaction and spoken interaction

2 THE HISTORY OF WRITTEN INTERACTION IN THE CURRICULUM

When we used the old (2012) curriculum of the first stage of the KathOndVla during our previous internships, we thought that there was no clear distinction between written production and written interaction as the KathOndVla had merged this into one skill named 'writing'. However, when we started to research our topic, we came to the realisation that the CEFR had already distinguished written interaction from written production in 2001.

"When the CEFR was published [*in 2001*], splitting writing in the same way [*as speaking*] by distinguishing between written production and written interaction did not meet with much public recognition. Indeed, the original version of CEFR Table 2 (self-assessment grid) was amended to merge written interaction and written production back into 'writing,' giving rise to the widely spread but false notion that the CEFR promotes a model of five skills." (Common European Framework of References for Languages)

When the attainment targets[1] were made in 2011, the Flemish government misinterpreted this merge between written interaction and written production. As a result, the attainment targets did not distinguish the two aspects of writing. Due to this misinterpretation, the makers of the 2011 KathOndVla-curriculum did not apply this distinction either. This resulted in the model of five skills, which we have become used to over the years (Katholiek Onderwijs Vlaanderen).

In 2018, the CEFR published an updated document, named the 'Companion Volume with New Descriptors'. In this document, the CEFR made the distinction between the two aspects of writing clearer. Because of this renewed document and because the attainment targets needed an update to fit the 21st-century, the Flemish government released new attainment targets for the first stage of secondary education in 2019.

The attainment targets for the A-stream of the Flemish government showed a clear distinction between written interaction and written production. The government discarded the three types of written interaction of the CEFR and merged them into the skill 'written interaction'. The attainment targets for the B-stream, however, did not mention the skill 'written interaction'.

As the KathOndVla-curriculum was based on the attainment targets of the Flemish government, the makers kept this prominent distinction between written interaction and written production in the A-stream curriculum objectives[2]. In the B-stream curriculum, the skill 'written interaction' is not mentioned.

The question remains why the CEFR had already made this distinction between written interaction and production in 2001. The answer to this question is nowhere to be found, but it is certain that the CEFR was very forward-thinking at that time. Due to the technological developments such as e-mail, texting and social media, interaction has become a great part of our modern society. However, it has only recently got the recognition it should have received years ago (Common European Framework of References for Languages).

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[1] Attainment targets = eindtermen
[2] Curriculum objectives = leerplandoelen

3 ACTIVITIES TO PRACTISE WRITTEN INTERACTION IN CLASS

3.1 Developing written interaction tasks

There are three conditions you must keep in mind when developing written interaction tasks for the first stage.

a. Make sure that the pupil takes on both the role of the sender and the role of the receiver.
b. Ensure that the interaction is spontaneous, and the answers are immediate.
c. Use the level descriptors as described by the new curriculum of the first stage in the task.

Below we have listed these level descriptors.

	Explanation
Text type	Informative
	Persuasive
	Prescriptive
Subject	Concrete content
External characteristics of the text	Clear, appropriate lay-out
	Reasonably correct spelling of frequent words from the taught lexical repertoire
Structure & coherence	Simple and appropriated text structure
	Reasonable recognisable coherence
Length	Limited
Vocabulary	Elementary vocabulary existing of frequently used words, known words, word combinations and fixed expressions allowing to meet basic communication needs
	High-frequently used signal words (chronological sequence, enumeration, cause, and contrast)
	Everyday courtesies to engage in very short social contacts
Grammar	Certain simple grammatical constructions, despite the systematic making of elementary mistakes, understanding the message by the recipient is usually not compromised
Language variety	Appropriate register (tuned to goal and target audience)

Table 3 Level descriptors as described by the new (2019) curriculum of the first stage (A-stream)

(Katholiek Onderwijs Vlaanderen)

3.2   Examples of written interaction tasks

There are a lot of possibilities to practise written interaction. We have listed some of our ideas.

- Sending messages (online: e-mails, chat messages)
  Sending messages online and in written form has become an extensive part of our everyday life. As we have experienced during our teaching practice, pupils often have difficulties with the formality or informality of certain messages. Therefore, we believe that practising message writing is an important aspect of written interaction.
  However, you must make sure that pupils receive an immediate answer to these messages as this is the basis of written interaction (Katholiek Onderwijs Vlaanderen). *If they do not, you are working on written production instead of written interaction. You can ensure the immediacy of the answers by either answering the messages yourself or by letting pupils answer each other's messages.*

  o Online interaction

  o Sending a letter to the English teacher

  o E-mail writing (to different target audiences)

- Chatbot
  A chatbot may not be the most common form of written interaction, but it gives multiple possibilities for pupils. A chatbot usually replies immediately with standardised messages, which makes it the perfect tool for pupils to practise basic writing skills.

- Collaborative writing
  Collaborative writing occurs when multiple pupils work together to create one text. You must make sure that pupils communicate with each other through written form, e.g. by use of comments. If they communicate through spoken form, they will be practising spoken interaction. Once again, you must keep in mind that pupils receive an immediate answer to these messages as this is the basis of written interaction (Katholiek Onderwijs Vlaanderen). *If they do not, you are working on written production instead of written interaction.*

  o Fanfiction
    Fanfiction is a phenomenon that has gained popularity over the years. It is a fictional story created by fans in which their idols are the main characters. For example, pupils can comment on each other by adding a part of the story.

  o Group-brainstorming on a given topic

- Peer-editing
  Peer-editing is a phenomenon in which pupils exchange their drafts of a text with each other. The main goal for the receiver is to point out changes that could be made to improve the text. This kind of writing is interactive because two parties react to each other's comments. Once again, keep in mind that pupils must receive an immediate answer to these messages as this is the basis of written interaction (Katholiek Onderwijs Vlaanderen). *If they do not, you are working on written production instead of written interaction.*

3.3   Our written interaction tasks

When we researched our topic *'How can we remediate specific aspects of a written interaction task based on the assessment criteria in the rubric?'*, we realised there were not many written interaction tasks to start from. Some sources gave examples of written interaction tasks, but those were mostly about online communication only. As our questionnaire showed, teachers would have liked ready-for-use activities since some of them have difficulties making written interaction tasks that match the topics of pupils' daily lives.

We created some real-life activities for pupils in the A-stream of the first stage of secondary education. Our activities are realistic tasks in an authentic situation that lead to a concrete result or product. All the situations are open and the target audience is mentioned.

In these realistic tasks, we chose to incorporate mainly informative text types. We left out the persuasive and the prescriptive text type, as we believe that these are less relevant for a written interaction task. Persuading a parent or teacher to be allowed to do something, for example, is something that we consider to be more suitable for a spoken interaction task.

We also made sure that each task contains the three principles that make up a good writing activity according to Sue Leather, namely motivation, challenge, and follow-up. We believe it is important to engage pupils in a clear and authentic context. On top of that, we try to challenge pupils by adding differentiation possibilities. Lastly, our remediation possibilities ensure that there is a follow-up to make sure that scaffolding[3] is possible in the learning process (Leather).

You can find our written interaction tasks, the level descriptors and the corresponding rubric for assessment in our practical component as 'Written interaction' > '1. Written interaction activities'.

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[3] "Scaffolding is the process during which teachers provide successive levels of temporary support that help pupils reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance." (Great Schools Partnership)

4 ASSESSMENT: RUBRIC FOR WRITTEN INTERACTION

4.1 Background information

WHAT IS A RUBRIC?

"A rubric is a scoring guide used to assess performance, a product, or a project. It has three parts: 1) performance criteria; 2) rating ; and 3) indicators." (Faculty Innovation centre) Its purpose is to assess based on a full range of criteria rather than a single numerical score.

A rubric consists of the following key elements.

- On the left side of the rubric, you can find the performance criteria. They describe the essential elements of pupils' work or product.

- At the top, you find the rating scale in which you specify the marks that pupils can obtain. When you make a rubric, you can choose to make certain performance criteria more important by increasing the rating scale or decreasing the rating scale of less relevant performance criteria.

- Under each rating scale, you add indicators. These describe what the pupil must do to acquire the corresponding mark(s). Make sure that what the pupil must do is observable by the teacher.

(Faculty Innovation centre)

Performance criteria   Rating scale

Communicative goal	2	1	0
	You act according to the purpose of the interaction.	You mostly act according to the purpose of the interaction.	You did not act according to the purpose of the interaction.
	2	1	0
	You respond to the message of the other person.	You partially respond to the message of the other person.	You do not respond to the message of the other person.
Strategies	2		0
	You use compensatory strategies in the event of communication failure.		You do not use compensatory strategies in the event of communication failure.

Table 4 Key elements of a rubric

Indicators

BENEFITS OF USING RUBRICS

A benefit of using rubrics is that the assessment is made transparent. Normally, rubrics are handed out before the assignment begins. This way, pupils know exactly what is expected of them and how they will be assessed. As a result, grading becomes clear and fair for all pupils.

Another perk of using rubrics is that you as a teacher also have an overview of the purpose and the grading of the task.

On top of that, rubrics can be used in classes as well as in online courses.

DIFFERENCE BETWEEN ANALYTIC AND HOLISTIC RUBRICS

We have chosen to work with analytic rubrics in which each performance criterion is assessed separately. As you can see in our examples, we have given every criterion the same rating scale, as they are all equally important for the communicative goal. The variety in rating scales is not present in holistic rubrics in which all the criteria are assessed simultaneously. Below you can find an example of an analytic and a holistic rubric.

	2	1	0
Communicative goal	You act according to the purpose of the interaction.	You mostly act according to the purpose of the interaction.	You did not act according to the purpose of the interaction.
	2	**1**	**0**
	You respond to the message of the other person.	You partially respond to the message of the other person.	You do not respond to the message of the other person.
	2		**0**
Strategies	You use compensatory strategies in the event of communication failure.		You do not use compensatory strategies in the event of communication failure.

Table 5 Example of an analytic rubric

Excellent = 6	Sufficient = 3	Insufficient = 0
You act according to the purpose of the interaction.	You mostly act according to the purpose of the interaction.	You did not act according to the purpose of the interaction.
You respond to the message of the other person.	You partially respond to the message of the other person.	You do not respond to the message of the other person.
You use compensatory strategies in the event of communication failure.	You sometimes use compensatory strategies in the event of communication failure.	You do not use compensatory strategies in the event of communication failure.

Table 6 Example of a holistic rubric

ADVANTAGES OF ANALYTIC RUBRICS

We have chosen to use analytic rubrics as a method of assessment because they give information to the teacher on the aspects the pupil has not obtained yet. They are also suitable to provide feedback for pupils. On top of that, they are easier to link to an instruction than holistic rubrics.

4.2 How to develop a rubric

4.2.1 Written interaction

When making a rubric for a written interaction task, you must keep in mind that a written interaction task requires pupils to give immediate and spontaneous responses. Pupils must also constantly and easily switch between being a sender and a receiver (Lecluyze, 2020).

Together with the educational advisor, Mrs Martine Gillis, we concluded that when you try to score linguistic performance criteria such as the use of grammar and tenses, you are in fact assessing a written production task. This is because the explicit mention of linguistic performance criteria will make pupils focus on these aspects more. This will result in a less immediate and spontaneous conversation. The same goes for when you try to score performance criteria such as understanding the text. Then you are assessing reading comprehension. Pupils will then focus on their reading more, which will also result in a less immediate and spontaneous conversation (Gillis, 2020).

So, when you are assessing a written interaction task, the rubric will look similar for every task as it can only contain the aspects of a written interaction task that do not hinder the spontaneity of the conversation. On top of that, the curriculum clearly states that the communicative goal must be the most important and highest graded performance criterion for all types of activities (Gillis, 2020) (Lecluyze, 2020).

However, it is still possible to provide feedback on linguistic aspects of a task as giving feedback to make sure that they become more linguistically competent, is always a goal of language teaching. We created a rubric that takes these remarks into account. We added it in our practical part as 'Written interaction' > '2. Rubric to assess written interaction'.

It may seem unconventional for some teachers that we do not incorporate grammar nor vocabulary in our rubric. This is because the KathOndVla-curriculum clearly states that elementary mistakes in grammar can be made when they do not hinder the conveyance of the message. The same goes for vocabulary and its spelling; pupils must strive towards a reasonably correct spelling of frequent words from their lexical repertoire. (Katholiek Onderwijs Vlaanderen)

In conclusion, the addition of language components (grammar, vocabulary…) to a rubric of a written interaction task cannot be done. This is because adding these will hinder the basic features of a written interaction task, namely the spontaneity and immediacy of the interaction. The pupil will be more focused on these language components rather than on getting the message across as swiftly as possible and according to the purpose of the interaction. However, it is possible to provide feedback on linguistic aspects of a task.

4.2.2   Written production

Before you can practise or assess written interaction, there must be a proper basis of written production and reading comprehension. This is because written interaction is a mixture of these two skills. Therefore, we have also added some information on how to assess written production by means of rubrics. We did not include reading comprehension as the link between written interaction and reading comprehension is less prevalent compared to the link between written interaction and written production.

When you want to assess written production, there is no need to reinvent the wheel. There are already many rubrics on the internet, which you can adapt to your own liking. Try to consult professional literature and online sources as well as attending courses that specifically tackle the topic of rubrics or assessment methods in general.

Once you have found a rubric you would like to adapt, or if you want to design a rubric from scratch, you can start by identifying the basic rubric components such as performance criteria, rating scale, and indicators. When reflecting on the criteria, you should begin with the most important aspect of the task, which is the communicative goal (Katholiek Onderwijs Vlaanderen).

Once you have determined the criteria, you can start developing the indicators. There are a few things you should keep in mind while determining those.

- There must be a link between the indicators and the criteria.
  E.g. when describing the criterion grammar, you cannot talk about vocabulary.

- Each criterion can have multiple indicators, going from the best possible result to the worst.
  E.g. when you describe the criterion 'length', you can use a 'pass or fail'-system as this criterion was either followed or not by the pupil. When you describe the criterion 'coherence', you can use three indicators: 'coherent', 'somewhat coherent' and 'not coherent at all'.

- The best possible result is the level you want every pupil to achieve and should be challenging for pupils.
  E.g. the best possible result for 'using the present simple' is, of course, that the pupil 'uses the present simple correctly'. The worst possible result is 'the pupil uses the present simple incorrectly'.

- The content of the indicators should be coherent with all performance levels.
  E.g. avoid that 'the best possible result' states that pupils must act according to the purpose of the communication and 'the worst possible result' does not mention this aspect.

- Make sure that the difference between the performance level of the indicators is continuous.
  E.g. the difference between receiving a five out of five and a three out of five should be equivalent to the difference between receiving a one out of five and a three out of five.

After you have developed indicators, you can start thinking about a rating scale. The most important criterion (the communicative goal) and its corresponding indicators should get the highest rating scale. A rating scale does not have to be numerical. You can also use smileys, thumbs, colours, or any other symbol of your choosing (Faculty Innovation centre).

Below you can find some common descriptive terms to indicate progress.

	4	3	2	1
Task requirements	All	Most	Some	Very few or none
Frequency	Always	Usually	Occasionally	Rarely or not at all
Accuracy	No errors	Few errors	Some errors	Frequent errors
Comprehensibility	Always comprehensible	Almost always comprehensible	Gist and main ideas are comprehensible	Isolated bits are comprehensible
Content coverage	Fully developed, fully supported	Adequately developed, adequately supported	Partially developed, partially supported	Minimally developed, minimally supported
Vocabulary Range Variety	Broad Highly varied. Non-repetitive	Adequate Varied Occasionally repetitive	Limited Lacks variety. Repetitive	Very limited basic, memorized; highly repetitive

Table 7 Descriptive terms for a rubric to indicate progression

(Faculty Innovation centre)

4.2.3   Rules of thumb when developing rubrics in general

It is important to note that making a rubric is a continuous process of correction and adaption. Once you have used a rubric, you can adapt it to make it more effective and convenient. The following questions can help re-assess the effectiveness of your rubric.

- Do the criteria match the indicators?

- Are the level descriptors clear for yourself and for your pupils? Do they give enough information on what is expected?

- Does the 'best possible result' correspond with the level that pupils must reach?

- Does reaching the communicative goal have a higher rating scale than the other criteria?

Do not forget that pupils may also have an idea about these assessment criteria in the rubric. You can always ask them to evaluate your rubric.

5   REMEDIATION

5.1   Definition

Remediation literally means that you want to improve or correct a certain situation. Remediation is a form of follow-up after having given feedback to your pupils. Its purpose is to help pupils to correct and learn from their mistakes. These mistakes may concern linguistic components such as grammar, vocabulary or spelling, but they may also concern communicative aspects or strategies (Sunderji's Institutions).

5.2   Application in the classroom

As remedial teaching focuses on the specific concepts a pupil struggles with, it mostly consists of individualised teaching. However, you may notice that some of your pupils make similar mistakes after assessing a certain topic. When you notice these mistakes, you can opt to remediate that group of pupils instead of individually teaching them. Sometimes it is also possible that each pupil struggles with different aspects. In this case, you should teach individually to rectify those errors. (Sunderji's Institutions)

Example (linguistic aspect: grammar):

- *Alex tends to use a present continuous when he has to use a present simple. Maria uses 'some' when she has to use 'a lot of'. Steven uses 'a' when he has to use 'an'. To remediate effectively, the teacher should prepare individualised instructions and activities for each pupil/topic.*

- *Alex, Maria, Steven, and Lauren tend to use a present continuous when they have to use a present simple. The teacher can opt to give those four pupils a remedial lesson or overview about the present simple and present continuous.*

There are many different options to remediate. Below we will list a few options with explanatory information. It is always possible to combine these remediation methods to create a fitting learning environment for your pupils.

- Reteaching
  The teacher takes the time to revise the lesson content with pupils. This can be done individually or with the whole group. It is mostly used when pupils need more exposure to the subject.

- One-on-one tutoring
  The teacher gives direct instructions to one pupil based on his/her deficit areas. This can be done during class or during a break. It is very beneficial for pupils, but it is rather time-consuming when there are multiple pupils that need help.

- Task analysis & additional practice
  The teacher splits up the task into smaller components, e.g. the level descriptors in the rubric. The pupil and teacher will then go over the aspects the pupil needs more help with. This analysis is followed by additional practice that corresponds with the pupil's deficit areas. (Seehorn)

5.3   The problem with remediating written interaction

At first, we tried to remediate linguistic aspects of a written interaction task. We did this by letting the pupils check and redo the same task to improve the linguistic aspects. We quickly concluded that the remediation of written interaction on the level of linguistic components is actually not possible. As mentioned before, spontaneity and immediacy form the basis of written interaction.

If we tried to remediate the linguistic components of a written interaction task, pupils would focus on those aspects too much. This would hinder the spontaneity and the immediacy of the interaction. On top of that, redoing the same task will result in an inauthentic situation since pupils will never have to rewrite a written conversation in real life. The task will also be non-interactive and will therefore become a written production task.

As a result, only communicative aspects and compensatory strategies used in written interaction can be remediated. You can find our suggestions for remediating these aspects of written interaction in our practical part as 'Written interaction' > '3. Remediation written interaction'.

However, before pupils start practising written interaction, they need a degree of fluency in written production and reading comprehension. To obtain this fluency, pupils will have to practise. Written production activities give pupils the opportunity to focus on linguistic components, apart from the communicative goal, because they have the possibility to reread their texts. As a result, remediation of linguistic components for this skill is possible. This remediation will impact the accuracy of written interaction positively as well.

As linguistic components can only be remediated when written production has been practised extensively, we created four written production activities on top of the initial four written interaction activities. We also designed proper rubrics to go with these written production activities. You can find the activities and the corresponding rubrics in our practical part as 'Written production' > '1. Written production activities'.

We wanted to ensure coherence between these written production activities and the corresponding remediation of the linguistic components that were tackled in these activities. Therefore, we also provided remediation possibilities for these linguistic components. These remediation possibilities can be found in our practical part as 'Written production' > '2. Remediation written production'.

We must note that there is a prominent difference between our written production activities and our written interaction activities. To some it might seem that our written production activities also entail a certain form of written interaction (*e.g. writing a message to a new pupil and ending the message with questions for the other pupil)*. However, as previously said, written interaction focuses on the spontaneity and the immediacy of the interaction. Our written production tasks offer pupils the possibility to rewrite or revise their product and do not guarantee that pupils receive an immediate response. The tasks do not ensure that the pupil will take on both the role of the sender and the receiver either. Because these aspects are the basis of a written interaction task, you cannot categorise our written production tasks as written interaction.

IV.   Conclusion

After having researched the topic in-depth, we have reached several conclusions.

To start with, written interaction requires two prominent features. The first is that pupils must take on both the role of the sender and the role of the receiver. The second is the presence of an immediate and spontaneous response. As a result, written interaction tasks must contain both features to be categorised as written interaction. If pupils are made to reread and adapt the linguistic aspects of their text thoroughly, the response is neither immediate nor spontaneous and is therefore categorised as written production. The same goes for when a pupil focuses too much on the comprehension of the message. This will also hinder the immediacy and spontaneity of the interaction, which is why the task is then categorised as reading comprehension.

Secondly, assessment of a written interaction task by means of a rubric can be explained rather briefly as the rubric will always be the same. This is because the only criteria that can be assessed for written interaction are the communicative goal and the use of strategies to communicate successfully. However, it is still possible to provide feedback on linguistic aspects of a written interaction task since giving feedback helps pupils to become more linguistically competent.

When we formulated our research question, we had the idea that we would find several remediation possibilities for written interaction. However, after discovering the first two features of written interaction mentioned above, we had to conclude that the linguistic features of written interaction tasks cannot be remediated. This is because the focus on linguistic features will hinder the spontaneity and the immediacy that characterise written interaction. On top of that, redoing the same task will create an inauthentic situation since pupils will never have to rewrite a written conversation in real life.

However, during a written interaction task, pupils will have to use certain strategies, such as asking for clarification or clarifying something themselves. Normally, these strategies will not hinder the immediacy and spontaneity of the pupil's response. This is because these come naturally and do not require pupils to reread or adapt their own text nor let them focus on the comprehension of the message too much.

With all these things in mind, we can now answer our research question *"How can we remediate specific aspects of a written interaction task based on the assessment criteria in the rubric?"*. In conclusion, the specific aspects of a written interaction task that can be remediated turned out to be the communicative goal and the strategies used during a written interaction task instead of the linguistic aspects of said task. Therefore, we have developed some remediation possibilities focusing on these communicative aspects and strategies for the practical component of our thesis.

We believe that many teachers may not know of these specific characteristics of written interaction. We sincerely hope that our thesis can clarify this and be of help to teachers to understand, practise, and remediate written interaction in class.

V. References

Type of source	Referentie	Content	Is this source usable? Why (not)?
Website	Sunderji's Institutions. (n.d.). *An Institute Dedicated Solely to Remedial Teaching in English Pune.* Retrieved from Sunderji's Institutions: http://www.sunderjisinstitutions.com/remedial-teaching-in-english-pune.php	- What is remedial teaching? - How to execute it	Useful source as it gave us some inspiration on how to teach remedially.
Article from website	Europees Referentiekader Talen. (n.d.). *België en het ERK/CECR(L).* Retrieved from Europees referentiekader: http://www.erk.nl/docent/erkineuropa/00002/	- Overview of which levels pupils should reach each year of secondary education for each skill	Very good source. Gave us insight on the levels that students must reach. This way we know what type of activities we need to do in class.
Document	Common European Framework of References for Languages. (n.d.). *Common European Framework of References for Languages.* Retrieved from Council of Europe: https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989	- What is written interaction? - Distinction between written interaction, online interaction etc. - Assessment of written interaction - CEFR-levels concerning written interaction	Very good source! Very useful. Gave us a clear overview of how written interaction is seen from a CEFR-perspective. It also served as the basis for the curriculum.
Website	Snyder, M. S. (n.d.). *Common mistakes in English*. Retrieved from FluentU: https://www.fluentu.com/blog/english/common-mistakes-in-english/	- Examples of common mistakes in the English language	Good source that told us what common mistakes are, so we knew which topics needed remedial activities.
Article from website	British Council. (n.d.). *Compensation strategies.* Retrieved from British Council Teaching English:	- An explanation on compensatory strategies	Very helpful source that taught us what

	https://www.teachingenglish.org.uk/article/compensati on-strategies	- Examples	compensatory strategies are.
Website	Ager, S. (n.d.). *Differences between writing and speech.* Retrieved from Omniglot: https://omniglot.com/writing/writingvspeech.htm	- Multiple comparisons between writing and spoken language.	Very useful source that made the difference between written and spoken language clear for us.
Website	Cambridge Assessment English. (n.d.). *Games and social media.* Retrieved from Cambridge Assessment English: https://www.cambridgeenglish.org/learning-english/games-social/	- Examples of applications that could help improve your English	Yes, as it gave us more knowledge about different apps we could use in class.
Interview	Gillis, M. (2020, April 26). Written Interaction. (S. Caekebeke, Interviewer)	- Why did the Department of Education implement written interaction? - See attachments	She was very helpful because we got a lot of important information that we needed out of this interview
Website	Cambridge Assessment English. (n.d.). *International language standards.* Retrieved from Cambridge Assessment English: https://www.cambridgeenglish.org/exams-and-tests/cefr/	- Additional information on CEFR - A scheme of English exams on the CEFR	Useful information that gave us background information about the CEFR.
Website	Jones, J. (2013, March 18). *Writing for Interaction.* Retrieved from clalliance: https://clalliance.org/blog/writing-for-interaction/	- Examples of written interaction - What is interaction? - Reason why implemented: Spoken interaction language use in written interaction use = not the same!! (formal/informal)	No; the source makes written interaction appear as something rather difficult and complex, while it is easily explained.
Article from website	Kaye, P. (n.d.). *Making writing communicative.* Retrieved from Teaching English: https://www.teachingenglish.org.uk/article/making-	- Examples of written interaction - Why is it difficult to assess written interaction?	Yes, lots of interesting and useful information on the topic. We have

	writing-communicative?fbclid=IwAR1RSJFWFkAm2ms2g8iqGDO9W91NpGiFerxtcKYfyyAzAI2DarhVaESGdds	- What to incorporate in written interaction task? - Ideas for communicative writing tasks	kept some of the ideas in our mind. This source also answered the question 'what did already exist?'.
Document from website	Lapadat, J. (2006, June 23). *Written Interaction: A Key Component in Online Learning.* Retrieved from onlinelibrary: https://onlinelibrary.wiley.com/doi/full/10.1111/j.1083-6101.2002.tb00158.x	- What is interaction? - Examples of written interaction - Reason why implemented: Spoken interaction language use in written interaction use = not the same! (formal/informal) - How written text can be interactive - Why written interaction is important	No; the source makes written interaction appear as something rather difficult and complex, while it is easily explained.
Website	Learn Spanish Online. (n.d.). *Production or interaction or both?* Retrieved from Learn Spanish Online: http://blog.lengalia.com/learn-spanish-online/category/written-interaction/	- Definition of written interaction	Yes, it gave us an explanation on what written interaction is.
Article from website	Leather, S. (n.d.). *Writing and elementary learners*. Retrieved from https://www.teachingenglish.org.uk/article/writing-elementary-learners?fbclid=IwAR0Sf-CYHMNi1mp8Zp6NPPcvY3WVbTJW6rBUeEQiMToLgMDYpESBP56gaL0:	- Questions to ask yourself before writing - How to bring written interaction in classroom activity - Why important to create engaging context	Yes, interesting information on the characteristics of a good writing activity.
Interview	Lecluyze, M. (2020, April 24). Written interaction. (S. Caekebeke, Interviewer)	- Information on written interaction from the point of view of the curriculum makers	Very useful, this interview gave us a lot of information about the new KathOndVla-curriculum.
Document from website	Katholiek Onderwijs Vlaanderen. (n.d.). *Leerplan secundair onderwijs Engels 1ste graad A-stroom.* Retrieved from	- The curriculum of the KathOndVla for English in the first stage of the A-stream	Yes, as this is the basis of our Bachelor Paper.

	Katholiek Onderwijs Vlaanderen: https://pincette.katholiekonderwijs.vlaanderen/meta/properties/dc-identifier/Cur-20190320-30		
Book	Lior, L. N. (2013). *Writing for Interaction.* Elsevier.	- What is interaction? - Examples of written interaction - Assessment of written interaction	Yes, information about interaction = useful for our paper as well. Due to the coronavirus we were unable to read this book because all the libraries were closed.
Article from website	Meredith, J. (2014, March 19). *Chatting online: comparing spoken and online written interaction between friends*. Retrieved from repository: https://repository.lboro.ac.uk/articles/Chatting_online_comparing_spoken_and_online_written_interaction_between_friends/9479531	- Orders of interaction - Openings - Management of topic - Self-repair	No, information on a specific kind of written interaction (online written interaction) that we do not deal with in our BAP.
Website	Woodward. (n.d.). *Numbers in English*. Retrieved from Woodward English: https://www.vocabulary.cl/Basic/Numbers.htm	- Theory on cardinal and ordinal numbers	Helpful as it is a scheme we can give pupils when they have trouble with the cardinal and ordinal number.
Website	Nystrand, M., & Himley, M. (2009, November 05). *Written text as social interaction*. Retrieved from tandfonline: https://www.tandfonline.com/doi/abs/10.1080/00405848409543114?journalCode=htip20	- How written text can be interactive	Yes, examples of written interaction.
Article from website	Cambridge Assessment English. (n.d.). *Practising vocabulary outside the classroom*. Retrieved from Cambridge Assessment English: https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-	- Tips and examples on how you can practice vocabulary when not at school	Very helpful as it gave us inspiration on how to practise vocabulary individually and at home.

	parents/tips-and-advice/practising-vocabulary-outside-the-classroom/		
Website	Lengalia. (n.d.). *Production or interaction or both?* Retrieved from blog lengalia: http://blog.lengalia.com/learn-spanish-online/category/written-interaction/	- Reason why written interaction is implemented - Why written interaction is important	Yes, lots of interesting and useful information on the topic. We have used this source to do some background reading.
Document from website	Faculty Innovation centre. (n.d.). *Rubric.* Retrieved from Faculty Innovation centre: https://facultyinnovate.utexas.edu/sites/default/files/build-rubric.pdf	- Extensive information on rubrics (e.g. What are they? What are the different parts? How do we create them?)	Very useful. This website gave us a lot of useful information about rubrics that we needed.
Website	Great Schools Partnership. (n.d.). *Scaffolding.* Retrieved from Education Reform: https://www.edglossary.org/scaffolding/	- Gives a meaning to the word scaffolding in an educational context.	Useful as it presented us with a definition to explain scaffolding to the readers.
Article from website	Seehorn, A. (n.d.). *What Are Remediation Activities?* Retrieved from Classroom: https://classroom.synonym.com/remediation-activities-8065079.html	- Explains what remedial activities are - Multiple examples of remedial activities	Helpful to explain what remedial activities are to the reader. It also gave us inspiration.
Website	Sharma, P. (n.d.). *Written Communication: Meaning, Advantages and Limitations*. Retrieved from Your Article Library: http://www.yourarticlelibrary.com/business-communication/written-communication/written-communication-meaning-advantages-and-limitations/70195	- Definition of written interaction	Yes, as it gave an example of another interpretation of what written interaction is.

Article from website	Steele, V. (n.d.). *Product and process writing: A comparison*. Retrieved from Teaching English: https://www.teachingenglish.org.uk/article/product-process-writing-a-comparison?fbclid=IwAR3JZxJg71WDO6j8cFBZ5bma15H628cSW8fNcNZRNweboCKlM9PVadTpAYw	- Different ways of approaching writing in the classroom: product or process approach	No, this source gave information on the approach of writing in the classroom but was not useful for our topic.
Website	TeachThought Staff. (2020, February 3). *25 Reading Strategies That Work In Every Content Area*. Retrieved from Teach Thought: https://www.teachthought.com/literacy/25-reading-strategies-that-work-in-every-content-area/?_escaped_fragment_=dwtFy4	- Strategies: example on how to practise them	Very helpful as it gave us inspiration on how to practise strategies.

Ager, S. (n.d.). *Differences between writing and speech.* Retrieved from Omniglot:
    https://omniglot.com/writing/writingvspeech.htm

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    classroom/

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    referentiekader: http://www.erk.nl/docent/erkineuropa/00002/

Faculty Innovation centre. (n.d.). *Rubric.* Retrieved from Faculty Innovation centre:
    https://facultyinnovate.utexas.edu/sites/default/files/build-rubric.pdf

Gillis, M. (2020, April 26). Written Interaction. (S. Caekebeke, Interviewer)

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VI.   Attachments

1   ATTACHMENT 1: DEFINITIONS OF WRITTEN INTERACTION

"By writing for interaction, I mean writing that is meant to be interactive for a reader, not simply in the sense that reading is an experience created by both writer and reader, but rather that the decisions made by the reader change what is read. That is, reading practices that enable responses from the text. It is one thing to write an email expecting a response and react to that response. It is another to write a book or other text for a broad audience that is designed to react to the reading choices made by individual members of that audience." (Jones, 2013)

"I address the role of interactive writing as an integral element in the conceptual development that takes place in such online courses. I argue that the interactive textual environment of asynchronous online conferences is particularly facilitative of both social and cognitive construction of meaning because the nature of online interactive writing itself bootstraps the construction of meaning." (Lapadat, 2006)

"Besides the reading comprehension, one of the skills concerning the writing has always been the text production. But today, you talk more and more about the so-called "written interaction"; a development which is also reflected by the current official language test. The existence of this written interaction is connected with the emergence of the "interaction" as fifth competence regarding a foreign language. In this way, we can distinguish between written texts which are essays and those which are intended for the written communication, as for example chat conversations or postcards.

In the traditional language teaching, this competence was only seen as a proof that the student has understood the grammatical contents or rather that he is able to translate. That is the grammar translation method. At that time, the people assumed that the ability to write only depends on the fact that the student knows the grammatical rules and structures. Of course, these contents are also important for the writing process, but we rather assume – and it could often be shown that this is true – that still other aspects are important for the text production, which are not only grammatical, but also textual." (Learn Spanish Online, sd)

"A 'Written Communication' means the sending of messages, orders or instructions in writing through letters, circulars, manuals, reports, telegrams, office memos, bulletins, etc. It is a formal method of communication and is less flexible. A written document preserved properly becomes a permanent record for future reference.

It can also be used as legal evidence. It is time-consuming, costly and unsuitable for confidential and emergent communication. Written communication, to be effective, should be clear, complete, concise, correct, and courteous." (Sharma, sd)

2 ATTACHMENT 2: ANSWERS QUESTIONNAIRE THEORETICAL BACKGROUND

Wat is de omschrijving van de nieuwe vaardigheid "written interaction" volgens de leerplancommissie van het Katholiek Onderwijs Vlaanderen?

"Interaction" wijst op een vorm van communicatie waarbij twee (of meer) taalgebruikers om beurten "zender" en "ontvanger" zijn, op die manier wisselen ze telkens van rol. Receptie en productie worden hier dus eigenlijk gecombineerd. Er is duidelijk sprake van tweezijdige communicatie. Zowel receptieve als productieve vaardigheden zijn dus vereist.

In onze huidige maatschappij gebeurt dit steeds meer via kanalen met een geschreven code, vandaar "written". Allerlei vormen van online chatten zijn hier duidelijke voorbeelden van.

De term komt niet van de leerplancommissie, maar werd - via eindterm 3.6 - overgenomen uit het Europees ReferentieKader voor Vreemde Talen (ERK - zie lager).

Waarom heeft de leerplancommissie van het Katholiek Onderwijs Vlaanderen "written interaction" geïmplementeerd als een nieuwe branche in het leerplan?

Het woord "branche" is een beetje fout gekozen en de vraag wat eigenaardig geformuleerd, maar ik snap wat jullie bedoelen.

Zoals al in de eerste vraag aangegeven heeft de leerplancommissie dit gewoon overgenomen uit de eindtermen "competenties in andere talen" van de overheid. Eindterm 3.6 luidt letterlijk: "De leerlingen nemen deel aan schriftelijke en mondelinge interactie in functie van doelgerichte communicatie."

De uitgangspunten bij die keuze kun je lezen op deze site. Je merkt daar dat er uitdrukkelijk verwezen wordt naar het ERK, en vooral naar het nieuwe "Companion Volume with new descriptors" van 2018. Op mijn blog vind je er meer over en merk je dat "written interaction" daar nu ook een schaal krijgt. Je vindt het volledige werk hier als pdf, "written interaction" begint op pagina 93. Je vindt er eveneens wat een "learner" moet kunnen, samen met een pak voorbeelden.

Welke vormen van "written interaction" kunnen worden behandeld in de eerste graad van het Katholiek Onderwijs Vlaanderen?

Eerst even nuanceren dat "written interaction" enkel voorkomt in de eerste graad van de A-stroom. In de B-stroom is interactie beperkt tot mondelinge gesprekken, zo staat het ook in de eindtermen.

In de eerste graad kan schriftelijke interactie aan bod komen die beantwoordt aan een aantal kenmerken die in het leerplan worden opgesomd. Je vindt ze in de rechterkolom. Het leerplan zelf geeft als voorbeelden: chatten, tekst plaatsen op een (digitaal) prikbord of forum ...

Op mijn leerplanvoorstellingen voor leerkrachten gaf ik als voorbeeld ook het eenvoudige "heen-en-weer"-briefje. Dit is een briefje waarop de leerlingen als het ware met elkaar chatten op papier; dit is een oplossing als er bvb. geen internetverbinding aanwezig is in de klas. De leerkracht kan het briefje er iets "echter" laten uitzien aan de hand van zgn. "templates". Deze Pinterestpagina bevat leuke voorbeelden daarvan. Een ander leuk voorbeeld is het gebruik van Fakebook, een kloon van Facebook voor educatieve doeleinden. Padlet is dan weer een leuk digitaal prikbord en ongetwijfeld kennen jullie nog dergelijke tools.

Welke vormen van "written interaction" kunnen worden behandeld in de tweede graad van het Katholiek Onderwijs Vlaanderen?

Op dit moment zijn er nog geen leerplannen voor de tweede graad, maar ik vermoed dat "written interaction" - zowel in de eindtermen als daar - zeker opnieuw een plaatsje zal krijgen. Het verschil zal hem zitten in de kenmerken die daar van de leerlingen bij interactie verwacht zullen worden: die zullen op een hoger niveau liggen.

Welke van volgende materialen zouden leerkrachten kunnen gebruiken in de eerste en tweede graad van het secundair onderwijs?

- Taaltaken rond 'written interaction' (op verschillende niveaus)

- Rubrics bij taaltaken rond 'written interaction'

- Een checklist van de aspecten die aanwezig moeten zijn in een taaltaak rond 'written interaction'

- Voorbeelden van remediëring na formatieve evaluatie van een taaltaak rond 'written interaction'

Mag ik er eerst en vooral even op wijzen dat we het woord "taaltaken" met opzet vermeden hebben in het nieuwe leerplan? Het woord heeft in de voorbije jaren immers een erg beladen betekenis gekregen en is door verschillende groepen anders geïnterpreteerd.

Je moet het leerplandoel lezen in het globaal kader van het ontwikkelen van communicatieve vaardigheden, in functie van "doelgerichtheid" (zie ook in de eindterm). "Doelgericht slaat op het feit dat de taalgebruiker via het begrijpen en/of het produceren van talige boodschappen het doel vlot, succesvol en gepast bereikt" (citaat leerplan).

Je kunt hier dus verschillende opdrachten aan koppelen (cfr. hierboven en het Companion Volume). Een rubric en/of checklist zal zich moeten baseren op die doelgerichtheid en op de kenmerken bij het leerplandoel. Als daar bv. staat dat leerlingen stelselmatig elementaire grammaticale fouten mogen maken, dan zal "accuracy" wellicht hierbij geen parameter zijn. Ook remediëring zal op basis van het niet bereiken van het doel of het ontbreken van (bepaalde) kenmerken moeten gebeuren.

Bron: Mario Lecluyze, pedagogisch begeleider Engels & CLIL & lid van de leerplancommissie (Lecluyze, 2020)

3 ATTACHMENT 3: ANSWERS QUESTIONNAIRE PRACTICAL MATERIALS

Do you work on written interaction during your lessons?

3 antwoorden

- Yes.
- No.

33,3%

66,7%
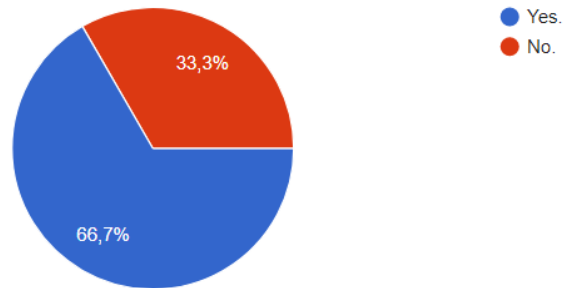
Types of written interaction

Which written interaction tasks have you already worked on in class? (E.g. mail, chat messages, postcard ...)
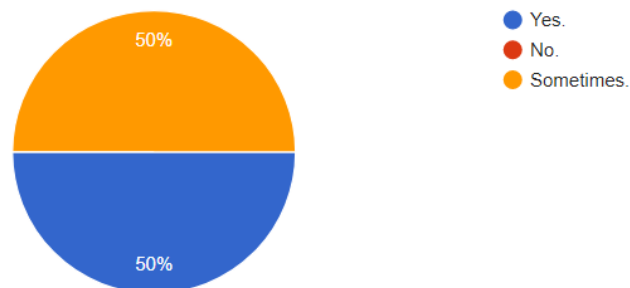
2 antwoorden

Mail, application forms

email, postcards, chat messages, responding to blogs, ...
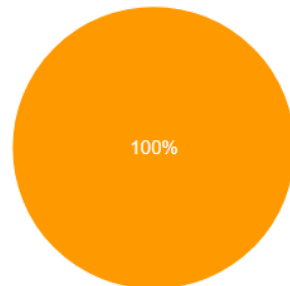
Do you assess written interaction tasks?

2 antwoorden

- Yes.
- No.
- Sometimes.

50%

50%

Do you provide students with feedback during different stages of a written interaction task?
(= formative assessment)

2 antwoorden

- Yes.
- No.
- Sometimes.

Formative assessment

How do you give feedback during your written interaction tasks?

2 antwoorden

Grades, comments, orally...

oral feedback, checklists, students read each other's texts and make suggestions for improvement ...

Do you remediate after having given feedback?
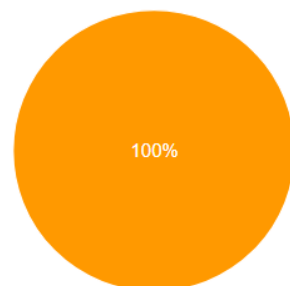
2 antwoorden

- Yes.
- No.
- Sometimes.

Remediation

How do you remediate a task after having given feedback?

2 antwoorden

> Rewriting parts taking certain guidelines into account

> I sometimes give students extra exercises. Students always get a sample text. If necessary, I give them more sample texts. Sometimes, I make a worksheet with sentences that contain common mistakes.

Needs

In which of the following materials would you be interested?

3 antwoorden

Material	Count
Ready for use: written interaction task…	1 (33,3%)
Ready for use: rubrics that go with the…	1 (33,3%)
Checklist of what a written interaction…	0 (0%)
Examples of ways to remediate after hav…	2 (66,7%)

4   ATTACHMENT 4: INTERVIEW MRS MARTINE GILLIS
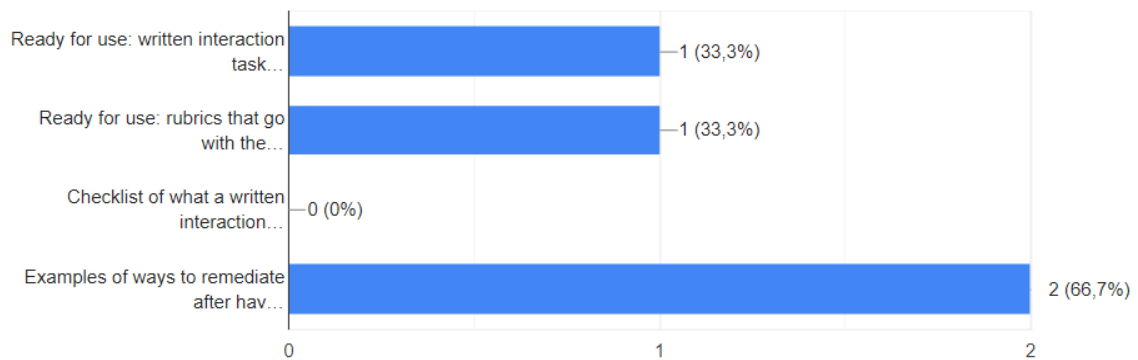
Wat is written interaction in het leerplan? Moet er ALTIJD antwoord op komen? Of is het idee dat er een antwoord KAN op komen goed genoeg?

- Er moet altijd antwoord op komen – onmiddellijk

- Onvoorziene omstandigheden (gespreksvaardigheid)

Waarom was het geïmplementeerd? Klopt onze redenering ongeveer? (CEFR > onderwijsdoelen > leerplan)

- B stroom met modellen

- *Voorlopige tekst over de implementatie & geschiedenis van written interaction = correct*

Hoe kunnen we WI evalueren? Welke aspecten?

- Probleem: enkel schrijven = written production – enkel lezen = reading

- Rubric voor beide partijen = te ingewikkeld om het proces (wisselwerking S & R) weer te geven
  → veralgemening = communicatieve strategieën

- Rubric die we gemaakt hebben is oké → laatste twee aspecten heel gelijkend, maar laatste is toch genuanceerd

- Spelling & talige aspecten ondergeschikt aan communicatief doel

Hoe kan je remediëring aanpakken? Is het nuttig/aangewezen om bij WI de talige bouwstenen te remediëren? Of hoort dit bij WP?

- Indien enkel bij WP → wat remediëren we bij WI? Zijn dit dan de comm. Strategieën?

- Welke strategieën zijn voor WI belangrijk – nagaan → remediëren op strategieën of vocabulary

- Tenses = complete fail – dan remediëren maar minder goed mogelijk dan bij WP

Remediëring = aangepast naar WP (door feedback) & gestructureerd volgens Bloom (zodat lkr. snel kan zien op welk niveau moeilijkheden zitten) → goed of slecht idee?

- Goed (Bloom) probleem kan op ander niveau liggen (niet alleen toepassen)
  geen hogere niveaus (analyse…)

Voorbeelden van WI? Chatten, e-mails, … → snappen we, maar 'prikbord' (bron) → antwoord MOET komen, op prikbord KAN het komen (raar voorbeeld)

- Prikbord kan voorbereid worden…

- *Als lln op elkaar kunnen reageren is het wel goed*

Opdracht: vraag stellen aan leerkracht want je bent ziek geweest en je begrijpt de leerstof nog niet 100% → moeilijk om in de klas te doen, want de leerkracht kan niet op 25 lln tegelijk antwoorden → MOET er dan een onmiddellijk antwoord zijn? Of kan het antwoord uitgesteld worden? (idee: elke les oefenen aan written interaction door de lln na elke les een bericht te doen achterlaten waarop de leerkracht dan antwoordt tegen de volgende les)

- Uitgesteld kan aangezien er sowieso een antwoord komt

- Voorbeeld: whatsappgroepje, Facebookgroep

- Spontaan reageren = belangrijk

- Niet afrekenen op alle mogelijke fouten, het gaat over de durf & over het in staat zijn om te antwoorden (+ vlotheid) + vocabulary

Voorbeelden van taken waarin WI geoefend wordt? Verschil met WP = enkel dat erbij staat dat het een wisselwerking/interactie is tussen 2 personen & direct een antwoord moeten krijgen?

- Remediëren van talige aspecten → heel gericht (iets ontbreekt) tijdens de practice-periode & uitbreiden

- Toepassen & uitbreiden

- Specifiek geremedieerd → dan kan je het wel opnemen in de rubric

- Vanaf het moment dat je begint te denken over hoe je bericht is opgesteld & hoe je moet opbouwen, zit je in written production

- Probleem: eerder remediëren op WP in plaats van WI omdat WI remediëren met talige aspecten NIET gaat omwille van de belangrijkheid van de durf, spontaniteit en vlotheid → teksten beginnen nakijken op jouw fouten = niet vlot/spontaan

- Spreken: spoken production < spoken interaction

- Writing: written production > written interaction

(Gillis, 2020)

Campus Kattenberg
Arteveldehogeschool
Kattenberg 9
9000 Gent

Bachelor paper: written interaction

Part II: practical component

A guide on how to introduce written interaction, its evaluation and its remediation possibilities in the TEFL-classroom, according to the guidelines of the new secondary education curriculum of the first stage (A-stream).

Promotor:
Melissa De Bruyker

Bachelor voorgedragen door:
Sander Caekebeke
Iris De Meersman

Vakgroep: Engels

Tot het behalen van het diploma van:

2019-2020

Educatieve bachelor voor secundair onderwijs

Table of contents

I. Written interaction

1 WRITTEN INTERACTION ACTIVITIES

1.1 Activity 1

	Explanation
Text type	Informative
Subject	Concrete content: getting to know someone else
External characteristics of the text	Clear, appropriate lay-out: online chat messages
	Reasonably correct spelling of frequent words from the taught lexical repertoire
Structure & coherence	Simple and appropriated text structure
	Reasonable recognisable coherence
Length	Limited (min. 5 messages)
Vocabulary	Elementary vocabulary existing of frequently used words, known words, word combinations, and fixed expressions allowing to meet basic communication needs
	High-frequently used signal words (chronological sequence, enumeration, cause, and contrast)
	Everyday courtesies to engage in very short social contacts
Grammar	Certain simple grammatical constructions, despite the systematic making of elementary mistakes, understanding the message by the recipient is usually not compromised
Language variety	Appropriate register (tuned to goal and target audience)

Table 1 Level descriptors in the new curriculum of the first stage

(Katholiek Onderwijs Vlaanderen)

Have a chat conversation with a fellow pupil. Choose one of the following situations. Each person must write at least five messages. You can do this via an online chatting tool of your choice. When finished, send a screenshot of the conversation to your teacher.

1. <u>The situation:</u>
   There is a new exchange pupil in your class from Great Britain. He/she has not got any friends yet, but he/she looks like a nice person. You want to get to know him/her. Have a chat conversation via Facebook/Instagram/…. One of you will be the exchange pupil and the other will be the pupil from your class.
   <u>Task for both pupils:</u>
   Structured: your chat conversation will be about habits, hobbies, and interests in general. Talk about your own habits, hobbies, and interests but make sure to include questions for the other pupil about his/her habits, hobbies, and interests.
   More freedom: the topic of your chat conversation will be 'habits, hobbies, and interests'. Talk about yourself and ask the other pupil some questions about his habits, hobbies, and interests. However, you have the freedom to ask the pupil other questions as well.

Communicative goal	2	1	0
	You act according to the purpose of the interaction.	You mostly act according to the purpose of the interaction.	You did not act according to the purpose of the interaction.
	2	1	0
	You respond to the message of the other person.	You partially respond to the message of the other person.	You do not respond to the message of the other person.
Strategies	2		0
	You use compensatory strategies in the event of communication failure.		You do not use compensatory strategies in the event of communication failure.

Feedback (linguistic aspects such as grammar, vocabulary …):

_____

_____

_____

1.2　Activity 2

	Explanation
Text type	Informative
Subject	Concrete content: setting up a meeting
External characteristics of the text	Clear, appropriate lay-out: online chat messages or Smartschool
	Reasonably correct spelling of frequent words from the taught lexical repertoire
Structure & coherence	Simple and appropriated text structure
	Reasonable recognisable coherence
Length	Limited (min. 3 messages)
Vocabulary	Elementary vocabulary existing of frequently used words, known words, word combinations, and fixed expressions allowing to meet basic communication needs
	High-frequently used signal words (chronological sequence, enumeration, cause, and contrast)
	Everyday courtesies to engage in very short social contacts
Grammar	Certain simple grammatical constructions, despite the systematic making of elementary mistakes, understanding the message by the recipient is usually not compromised
Language variety	Appropriate register (tuned to goal and target audience)

(Katholiek Onderwijs Vlaanderen)

You have been ill for more than two weeks. At home, you have looked at all the lesson content, but you do not understand everything yet. Write some messages to your teacher to set up a meeting.

1. The situation/task description:
   You explain to your teacher why you want a meeting. You give some possibilities and you eventually set a meeting. Make sure to thank your teacher for his/her time. Do not send everything all at once since you do not know whether the teacher is willing to have a meeting nor whether he/she is free on the dates you propose. Send your next message when the teacher has answered.

Communicative goal	2	1	0
	You act according to the purpose of the interaction.	You mostly act according to the purpose of the interaction.	You did not act according to the purpose of the interaction.
	2	1	0
	You respond to the message of the other person.	You partially respond to the message of the other person.	You do not respond to the message of the other person.

Strategies	2		0
	You use compensatory strategies in the event of communication failure.		You do not use compensatory strategies in the event of communication failure.

Feedback (linguistic aspects such as grammar, vocabulary …):

_____

_____

_____

1.3   Activity 3

	Explanation
Text type	Informative/narrative
Subject	Concrete content: talking about your crush
External characteristics of the text	Clear, appropriate lay-out: written 'pass-them-on messages'
	Reasonably correct spelling of frequent words from the taught lexical repertoire
Structure & coherence	Simple and appropriated text structure
	Reasonable recognisable coherence
Length	Limited (until the teacher tells you to stop, teacher makes sure to give them some opportunity)
Vocabulary	Elementary vocabulary existing of frequently used words, known words, word combinations, and fixed expressions allowing to meet basic communication needs
	High-frequently used signal words (chronological sequence, enumeration, cause, and contrast)
	Everyday courtesies to engage in very short social contacts
Grammar	Certain simple grammatical constructions, despite the systematic making of elementary mistakes, understanding the message by the recipient is usually not compromised
Language variety	Appropriate register (tuned to goal and target audience)

(Katholiek Onderwijs Vlaanderen)

You have got a huge crush on one of your best friends. You are eager to tell a friend in your class about the feelings you have been experiencing. Unfortunately, you have English right now and the teacher is very strict, so you cannot talk. Have a conversation with your friend by writing 'pass-them-on messages'. Make sure that your note is short and simple.

1. The situation/task description:
   Pair up. One of you has a huge crush and the other one is a good friend. The pupil with a huge crush writes a 'pass-it-on message' to his/her friend. The friend will answer with another 'pass-it-on message. You have got until the following lesson/week to do this task. You can keep on writing messages until the teacher spots you and asks you to stop, so be subtle.

Communicative goal	2	1	0
	You act according to the purpose of the interaction.	You mostly act according to the purpose of the interaction.	You did not act according to the purpose of the interaction.
	2	1	0
	You respond to the message of the other person.	You partially respond to the message of the other person.	You do not respond to the message of the other person.

Strategies	2		0
	You use compensatory strategies in the event of communication failure.		You do not use compensatory strategies in the event of communication failure.

Feedback (linguistic aspects such as grammar, vocabulary …):

_____

_____

_____

1.4   Activity 4

	Explanation
Text type	Informative
Subject	Concrete content: talking about everyday life
External characteristics of the text	Clear, appropriate lay-out: online chat messages with a chatbot
	Reasonably correct spelling of frequent words from the taught lexical repertoire
Structure & coherence	Simple and appropriated text structure
	Reasonable recognisable coherence
Length	Limited (2 minutes of chatting)
Vocabulary	Elementary vocabulary existing of frequently used words, known words, word combinations, and fixed expressions allowing to meet basic communication needs
	High-frequently used signal words (chronological sequence, enumeration, cause, and contrast)
	Everyday courtesies to engage in very short social contacts
Grammar	Certain simple grammatical constructions, despite the systematic making of elementary mistakes, understanding the message by the recipient is usually not compromised
Language variety	Appropriate register (tuned to goal and target audience)

(Katholiek Onderwijs Vlaanderen)

Due to quarantine, you are a bit bored and would like a talking buddy. Luckily, you know about this site called 'Cleverbot'. Hold a conversation with the bot for two minutes. If the bot does not ask you questions, you will have to ask some yourself. At the end of the conversation, send the link of your full conversation to your teacher.

1. The situation/task description:
   Talk to Cleverbot (https://www.cleverbot.com/) for two minutes. If the bot does not ask questions, ask some yourself. At the end of the conversation, click on the three blue lines (next to the microphone) and select full conversation. A new tab with your full conversation will open. Copy the link to this tab and send it to your teacher.

Communicative goal	2	1	0
	You act according to the purpose of the interaction.	You mostly act according to the purpose of the interaction.	You did not act according to the purpose of the interaction.
	2	**1**	**0**
	You respond to the message of the other person.	You partially respond to the message of the other person.	You do not respond to the message of the other person.
Strategies	2		0
	You use compensatory strategies in the event of communication failure.		You do not use compensatory strategies in the event of communication failure.

Feedback (linguistic aspects such as grammar, vocabulary …):

_____

_____

_____

2   RUBRIC TO ASSESS WRITTEN INTERACTION

Pupil 1 & 2 alternate between being the sender & the receiver:

1. Message 1: pupil 1 = sender
2. Message 1: pupil 2 = receiver
3. Message 2: pupil 2 = sender (answer on message 1)
4. Message 2: pupil 1 = receiver
5. …

	2	1	0
Communicative goal	You act according to the purpose of the interaction*[1].	You mostly act according to the purpose of the interaction.	You did not act according to the purpose of the interaction.
	2	**1**	**0**
	You respond to the message of the other person.	You partially respond to the message of the other person.	You do not respond to the message of the other person.
Strategies	**2**		**0**
	You use compensatory strategies*[2] in the event of communication failure.		You do not use compensatory strategies in the event of communication failure.

Feedback (linguistic aspects such as grammar, vocabulary …):

_____

_____

_____

*[1] You can always make this indicator more concrete by defining the purpose of the interaction.

*[2] Compensatory strategies are communication strategies used by pupils to compensate for limitations in their language (British Council). Examples are asking for a rephrase, asking questions to clarify, being straightforward …

3   REMEDIATION WRITTEN INTERACTION

3.1   Remediating written interaction: overview

As previously mentioned, the only aspects of a written interaction task that can be remediated, are the communicative aspects and the compensatory strategies. We provide an overview of the remediation possibilities.

Communicative aspects & compensatory strategies:

- Determining the purpose of the interaction

- Responding to what the other person writes

- Asking for help/clarification and providing help/clarification yourself

    o   Rephrase

    o   Additional questions

    o   Indicate ambiguities

We have also added an example of a way to remediate these compensatory strategies.

3.1.1   Remediation tips: compensatory strategies

We have listed some background information on compensatory strategies. You can practise these strategies with your pupils to get the hang of them or you can let them explore the strategies by themselves.

DETERMINING THE PURPOSE OF THE INTERACTION

Before starting to write your text, you need to have a clear picture of what you want to write. However, as written interaction is mostly about the spontaneity, this thought process will be rather brief. On top of that, it is most likely to take place inside your head.

When writing your message, try to be as straightforward as possible. Do not add unnecessary details or other information that might baffle the reader. Use short and simple sentences as long or run-on sentences can be difficult to interpret.

An overview:

- Have a clear picture of what you want to write

- Be straightforward

- Use short and simple sentences

RESPONDING TO WHAT THE OTHER PERSON WRITES

When you have received a response from the other person, it is important to analyse the content of the message and respond accordingly. Keep in mind that the conversation must remain spontaneous, so you cannot focus on this analysis for too long.

For a start, there might be some implicit questions in the message. These are not always as noticeable as explicit questions. Keep in mind that the other person might expect an answer to these questions.

e.g.' I don't really know where to find the answer to this question.' (implicit question) versus 'Do you know where I could find the answer to this question?' (explicit question)

Some frequently used expressions that are used in implicit questions are:

- I do not know…

- I cannot find…

- I was wondering why…

- I cannot seem to figure out…

Subsequently, explicit questions are rather obvious or easily recognised. Make sure that your message contains an answer to these questions. Do not beat around the bush; give a clear explanation or a comprehensible answer.

ASKING FOR HELP/CLARIFICATION

However, it may sometimes happen that some of the information in the message is not clear to you. There are some easy methods to resolve this problem.

First off, you could simply ask the sender to rephrase the whole message or the information you did not understand. Remain polite and dare to admit that you did not quite understand him/her.

Another option is to rephrase the message yourself and ask the sender if this is a correct interpretation. Keep in mind that your rewording is clear and does not contain ambiguities.

Thirdly, when there is a small misunderstanding on your part, you can ask additional questions to obtain some clarification. Do not ask the sender to rephrase the message completely, but only ask him/her to add some information. Make sure that your questions are clear, simple, and relevant to the topic.

Lastly, dare to indicate ambiguities in the message of the sender. If some words or certain grammar seem to be weird in the context of the message, you can point out these inconsistencies to the sender. As a result, the sender could explain what he/she meant or rephrase their message. If they do not, you can certainly ask them to do so.

PROVIDING HELP/CLARIFICATION YOURSELF

It may also happen that some of the information in the message is not clear to the receiver. There are some easy methods to resolve this problem.

When you notice that the receiver does not understand your message, you could rephrase the message. After the rewording, make sure to ask the receiver whether he/she understands the message.

You could also ask the receiver which parts of the message he/she has not understood yet. This way you can explain these parts of the message again. If necessary, you could ask additional questions to figure out whether there are other specific parts of the message that are unclear to the receiver.

3.1.2   Remediation example: compensatory strategies

You can let pupils use this overview when they are practising written interaction so that they have a clear overview with examples of strategies they can use. Whenever the pupils have used a strategy during an exercise/task, they can tick the box.

Think of questions you can ask to help you understand more.	Guess at the parts you don't understand.	Focus on the key ideas.
Keep reading if you don't understand some words.	Respond to the ideas: what do you think?	Make connections.
Re-read the text.	Activate prior knowledge.	Use context clues.
Infer meaning.	Use word attack strategies.	Evaluate understanding.

Adapted from (TeachThought Staff, 2020)

II.   Written production

1   WRITTEN PRODUCTION ACTIVITIES

1.1   Activity 1: presenting yourself to someone else

Choose <u>one</u> of these situations and write a small text (130-150 words) for one of them.

1. There is a new exchange pupil from Great Britain in your class. He/she has not got any friends yet, but he/she looks like a nice person and you would love to get to know him/her. Write him/her a message on Facebook/Instagram in which you present yourself by talking about yourself and about your habits, hobbies, and interests. Try to show you are interested in the other person as well by ending the message with some questions.

2. You have moved to New York and you want to get to know the people living next door. However, your neighbours are not at home, so you decide to slip a note under the door. In this note you present yourself by talking about yourself and about your habits, hobbies, and interests. Try to get to know the neighbours as well by ending the note with some questions for them.

Assessment criteria (__/9)

	5-4	3-2	1-0
Communicative goal	You present yourself in a clear way to another person.	You present yourself in a somewhat clear way to another person.	You do not present yourself to another person.
	1		0
Accuracy	The grammatical mistakes do not hinder the conveyance of the message.		The grammatical mistakes hinder the conveyance of the message.
	1		0
Vocabulary	You use vocabulary related to habits, hobbies, and interests of which the spelling is reasonably correct.		You do not use vocabulary related to habits, hobbies and interests AND/OR the spelling of frequent words is recurrently incorrect.
	1		0
Coherence	There is reasonably recognisable coherence in your text.		There is no coherence in your text.
	1		0
Length	You write approximately 130-150 words.		You write less than 130 words, or you write more than 150 words.

1.2   Activity 2: giving directions

There is a new Australian pupil at our school. His Dutch is not that good yet, so he still talks in English. He has sent you this message:

"Hey [Your name], I was wondering if you could help me by telling me how I can get to our school from the nearest train station or bus stop."

Write a short reply for him/her in which you give him the directions to our school. Look at the map to find the quickest route.

Assessment criteria (___/9)

Communicative goal	5-4	3-2	1-0
	You give clear directions to our school.	You give somewhat clear directions to our school	You do not give clear directions to our school.
Accuracy	1		0
	The grammatical mistakes do not hinder the conveyance of the message.		The grammatical mistakes hinder the conveyance of the message.
Vocabulary	1		0
	You use vocabulary related to giving directions of which the spelling is reasonably correct.		You do not use vocabulary related to giving directions AND/OR the spelling of frequent words is recurrently incorrect.
Coherence	1		0
	There is reasonably recognisable coherence in your text.		There is no coherence in your text.
Length	1		0
	The length of the message is appropriate for giving clear directions to our school.		The length of the message is not appropriate for giving clear directions to our school.

1.3   Activity 3: shopping list

You are on holiday in Canada. You have a cold and due to the coronavirus/a pandemic, you cannot go to the shops. Therefore, you must write a short shopping list for your neighbour.

Ask for at least 10 items (food and drinks). Do not forget to specify the amounts.

Assessment criteria (___/8)

	5-4	3-2	1-0
Communicative goal	You ask for at least 10 shopping items in a clear way.	You ask for less than 10 shopping items AND/OR you ask for shopping items in a reasonably clear way.	You do not ask for shopping items OR you ask for shopping items in an unclear way.
	1		**0**
Accuracy/ spelling	The grammatical/spelling mistakes do not hinder the conveyance of the message.		The grammatical/spelling mistakes hinder the conveyance of the message.
	1		**0**
Vocabulary	You use vocabulary related to shopping items of which the spelling is reasonably correct.		You do not use vocabulary related to shopping items AND/OR the spelling of frequent words is recurrently incorrect.
	1		**0**
Length	The note is short and to the point.		You beat around the bush.

1.4 Activity 4: talking about your holiday

You are on holiday with IDEE-kids and you want to write a postcard (100-120 words) to your friends or your (grand)parents. However, this postcard must be in English. You can talk about your accommodation, the activities you have done so far, the weather and how you got there.

Assessment criteria (__/9)

	5-4	3-2	1-0
Communicative goal	You talk about your holiday in a clear way.	Your message is only partly about your holiday AND/OR you talk about your holiday in a somewhat clear way.	You do not talk about your holiday OR you talk about your holiday in an unclear way.
	1		**0**
Accuracy	The grammatical mistakes do not hinder the conveyance of the message.		The grammatical mistakes hinder the conveyance of the message.
	1		**0**
Vocabulary	You use vocabulary related to 'being on holiday' of which the spelling is reasonably correct.		You do not use vocabulary related to 'being on holiday' AND/OR the spelling of frequent words is recurrently incorrect.
	1		**0**
Coherence	There is reasonably recognisable coherence in your text.		There is no coherence in your text.
	1		**0**
Length	Your postcard is 100-120 words long.		Your postcard is shorter than 100 words or longer than 120 words.

2 REMEDIATION WRITTEN PRODUCTION

2.1 Remediating written production: overview

Linguistic components:

- Tenses: present simple, present continuous, past simple and imperative
- Content/vocabulary:
  o Habits, hobbies & interests in the pupil's life
  o Giving directions & prepositions of place
  o Food items, drinks, groceries, shops
  o Talking about holidays, activities, weather and means of transport
- Spelling & grammatical mistakes

Execution:

- For all the grammatical items, tenses & verb forms:
  o Extensive overview of the tenses and verb forms pupils need to execute the tasks *(present simple, present continuous, past simple and imperative)*
  o Informational videos for tenses
  o (Online) activities to practise tenses
  o Remediation activities for tenses according to taxonomy of Bloom
    ▪ Present simple
    ▪ Present continuous
    ▪ Past simple
    ▪ Imperative
  o Overview of the cardinal numbers
  o Overall remediation strategy for grammar: grammar portfolio
- For the content/vocabulary:
  o Lists with suggestions of useful vocabulary
  o Strategies to make the pupils gather useful vocabulary for themselves
  o (Online) activities to practise different themes of vocabulary
  o Overall remediation strategy for vocabulary: vocabulary portfolio

- For spelling & accuracy:

    o Common mistakes for pupils of the first stage of secondary education

    o Strategies to make the pupils reflect on spelling or formation

    o (Online) activities to practise spelling items

    o Overall remediation strategy for spelling: spelling portfolio

2.1.1 Remediation written production: grammatical items, tenses & verb forms

OVERVIEW OF THE TENSES & VERB FORMS

We have made a clear overview of the tenses and verb forms the pupils need to know to do the written interaction activities we provided. You can find the overview in attachments as 'Attachment 1: overview of the tenses & verb forms'.

INFORMATIONAL VIDEOS FOR TENSES

We have gathered some useful informational videos for the tenses. You can use them in your lessons, or you can give them to your pupils as a way of remediation and differentiation. This way, they can revise the content of the lessons at home at their own pace. You can find them in attachments as 'Attachment 2: informational videos for tenses'.

ACTIVITIES TO PRACTISE TENSES

- **Verbuga**
  Verbuga is a site on which the pupils can easily practise the formation of the tenses. The pupil can choose which tenses and verbs (irregular/regular) he/she likes to practise. When the pupils are doing the activity, they can see their overall score and the progress they have made. The site also gives immediate feedback after each answer. There is also a possibility to go over and correct the mistakes the pupil has made. If the pupil keeps on making the same mistake, it will be shown repeatedly until the pupil fills in the correct answer.
  Link to Verbuga: https://www.verbuga.eu/Engels/Mise.html

- **Quizlet**
  Quizlet is a site on which the pupils can easily practise tenses. It provides learning tools for pupils subdivided in 'learning' and 'practising'. Pupils can either create their own study sets or they can use study sets that were created by others. We have selected some useful study sets. You can find them in attachments as "Attachment 3: useful sets (grammar)".

- **English Grammar**
  English Grammar is a site with various online exercises to practise the tenses. Every exercise is marked as 'elementary', 'intermediate' or 'advanced', which allows the teacher to differentiate while remediating.
  Link to English Grammar: https://www.english-grammar.at/online_exercises/tenses/tenses_index.htm

- **Cambridge Assessment: learning English**
  Cambridge also has various topical activities to practise grammar and tenses.
  Link to Cambridge: learning English: https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=grammar&rows=12

REMEDIATION ACTIVITIES FOR TENSES ACCORDING TO THE TAXONOMY OF BLOOM

As the taxonomy of Bloom is the basis of the first stage curriculum, we chose to develop remedial activities accordingly. You can find the activities in attachments as 'Attachment 4: remedial activities I'. The remedial activities build up on level of difficulty, according to the level that has already been mastered (Bloom).

We used a general outline for all the activities on the tenses:

- Remember: reproduction of the form of the tenses by means of a gap-fill activity

- Understand: choosing an answer (multiple choice) and explaining why

- Practise: writing brief sentences

OVERVIEW OF THE GRAMMATICAL ITEM 'CARDINAL NUMBERS'

As 'cardinal numbers' is an elementary topic for language learners, we kept this topic rather brief. However, they will need this grammatical topic to specify amounts which we incorporated in one of our written production activities. We made a clear overview of the cardinal numbers, which you can find in attachments as 'Attachment 5: cardinal numbers'.

OVERALL REMEDIATION STRATEGY: GRAMMAR PORTFOLIO

A grammar portfolio allows pupils to reflect on their use of grammatical items. It gives a clear and structured overview of the mistakes they have made in certain tasks. Keeping a portfolio is very beneficial as it gives both the teacher and the pupil an idea of the level and the growth of the pupil's grammatical knowledge.

We added an example of a grammar portfolio in attachments as 'Attachment 6: grammar portfolio'.

2.1.2   Remediation written production: content/vocabulary

SUGGESTIONS OF USEFUL VOCABULARY

We gathered some inspirational vocabulary lists. The lists tackle a lot of different topics/themes. You can find the vocabulary lists in attachments as 'Attachment 9: vocabulary lists'.

STRATEGIES TO MAKE PUPILS LIST USEFUL VOCABULARY

There are numerous possibilities to let pupils list useful vocabulary for themselves for a task. We selected some possibilities:

- **Developing a mindmap**
A mindmap is a visual structure that is mostly used for brainstorms. However, it is also perfect to structure vocabulary and the underlying structures between words. Pupils can use mindmaps to visualise the vocabulary they need for a task. Because mindmaps mostly work with colours and symbols, they activate both parts of the pupil's brain, which causes deeper learning. Online mindmap apps sometimes also provide the option to add pictures, which makes the vocabulary even more visual for the pupil.
We listed a few examples of online mindmap apps:

  o Mindmup

  o Canva

  o E-mindmaps

  o Mindmapmaker

  o MindMeister

When developing a mindmap/wordlist, make sure to add the following items to your mindmap:

  o The word (noun)

  o The explanation (in English)
    If the explanation is too difficult to understand, you can use a translation but try to avoid using translations.

  o A sentence in which you use the word

  o Related words (the verb, the adjective, the adverb…)

Keep in mind that some words are used more frequently than others. You can check this by using the Macmillan Dictionary. This dictionary indicates the use of the word with one or multiple stars.
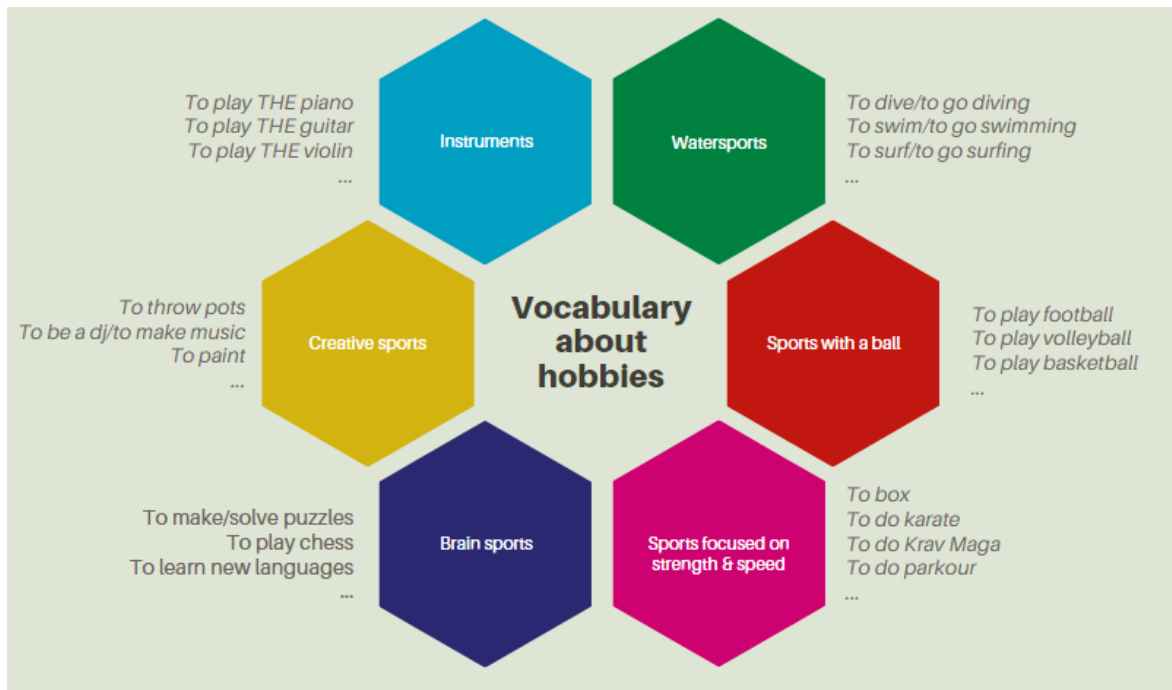
Figure 2 Example of a vocabulary mindmap

- **Developing a word cloud**

  A word cloud can be very helpful for pupils to remember words that can be linked to a certain theme. They are very easy to make. There are numerous sites on which you can develop your own personal word cloud. Most sites also give the possibility to shape the word cloud according to its theme.

- **Drafting a wordlist**

  A wordlist mostly consists of three parts: the vocabulary, accompanying and useful sentences and the explanation of the vocabulary. Some wordlists also add a translation, but we believe that translations make second language learners more dependent on their first language. As the curriculum states, translations can sometimes be useful when giving an explanation is rather difficult, but there are numerous other strategies for pupils to retrieve the meaning of a certain word such as looking for pictures, looking up synonyms, antonyms... .

- **Keeping a vocabulary diary**

  A vocabulary diary is a bit like a compact vocabulary portfolio. Whereas a portfolio can be rather extensive, a vocabulary diary is short and to the point. It mostly consists of two elements: the vocabulary and the explanation. A vocabulary diary is something the pupils can keep with them during class or when going on an excursion to an English-speaking area. When they hear a word they do not know, they can write it down and look up its explanation later. It is an easy way to expand one's vocabulary.

- **Keeping a vocabulary portfolio**

  A vocabulary portfolio is an extended version of a vocabulary diary. You can find an example in in attachments as 'Attachment 11: vocabulary portfolio'.

ACTIVITIES TO PRACTISE DIFFERENT THEMES OF VOCABULARY

Practising vocabulary can sometimes become a little boring for certain pupils. Therefore, we listed some engaging and fun apps/sites to practise specific themes of vocabulary.

- **Quizlet**
  Quizlet is an application to help pupils study vocabulary by using interactive tools and educational games. Pupils can add their own vocabulary lists, but they can also select other people's lists. There are two learning tools for pupils: 'learning' and 'practising'. 'Learning' mostly focuses on remembering the vocabulary, whereas 'practising' focuses on using the vocabulary independently.
  We added some basic vocabulary Quizlets in attachments as 'Attachment 10: useful sets (vocabulary)'.

- **Wrts**
  WRTS is an online learning platform that helps pupils learn words and concepts faster and easier. Pupils can quickly find the right lists of their study books and practise the words with the different practice and interrogation options.

Cambridge Assessment has also developed some educational games to help pupils improve their English. We listed some examples.

- **Exam lift app**
  Exam Lift is a series of mobile apps that helps the pupils practise on an A2 level. For more advanced pupils, there is also the possibility to practise on a B1 level. Each app notifies the pupils to practise their English in all four language skills (reading, writing, listening, and speaking) through daily activities. There is also a possibility to learn English on the go. As the content was developed by Cambridge Assessment English, the apps promote the use of British English.
  The apps can be downloaded for free on Android and iOS.

- **Quiz your English (Cambridge)**
  Whereas Exam Lift is an app that makes the pupils focus on their own knowledge, 'Quiz your English' adds an element of competition. Pupils can compete with other players around the world or they can challenge their friends through social media. The skills that are practised are vocabulary and grammar. Even though this app contains some easier quizzes, its target audience is B1-B2-learners. So, if you have stronger pupils in your class that could use a challenge, you can let them use this app.
  The app can be downloaded for free on Android and iOS.

- **Monkey puzzles (Cambridge)**
  The Monkey Puzzles app is an app that mostly focuses on young learners, but it can be used for first year pupils as well. Mostly visually oriented pupils will benefit from using this app as the 8 mini games use drawings and pictures.
  The app can be downloaded for free on Android and iOS.

(Cambridge Assessment English, sd)

If you want to know more about the Cambridge Assessment tools, you can always consult the following site: https://www.cambridgeenglish.org/learning-english/games-social/

However, if your pupils do not have the possibility to access online tools, there are still other possibilities to practise their English. A frequently used and effective method is making flashcards.

Flashcards can be made in various ways. One flashcard consists of two sides. On one side, the pupil writes a word. On the other side, the pupil can add an explanation, an illustration, or a picture for that word.

When the flashcards have been made, you can use them in many ways. Here are some fun games you can play with your flashcards (retrieved from (Cambridge Assessment English, sd))

- **Which word am I? (two players)**
  Put all the word cards, facing down, on a table. One player picks a picture card but cannot show it to the other player. The player with the card then gives the other player clues about the picture. The other player must guess the right word. When you guess five words correctly, you can switch roles.

- **Snap (multiple players)**
  Give each player a pile of cards that are facing down. Player 1 turns over a card, then player 2, and so on. If two cards match, shout 'Snap!' The player who says 'snap' first can keep all the turned-over cards if they can use the word in a sentence.

- **Categories (multiple players)**
  Ask each player to sort three or four cards into a category of their own choosing. Can the other players guess the category?

- **Memory (two or multiple players)**
  Put all the cards face down. Player 1 turns over two cards. They can keep any matching cards if they can use that word in a sentence. If the cards do not match, put them back face down. Now player 2 turns over two cards.

- **Odd one out (two or multiple players)**
  Sort the cards into groups and include an 'odd one out' in each group. Ask the other player(s) to find the 'odd one out' in each group and explain why.

- **Bingo (two or multiple players)**
  Make some bingo cards (e.g. a 2 x 2 grid). Write a word in each box of the grid. Now, turn over one picture flashcard at a time. If a player has the matching word on their bingo card, put a counter on top of the word. When you have counters on every word on the bingo card, shout 'Bingo!'

- **Challenge**
  Ask each player to choose one-word flashcard and one picture flashcard. If the player completes their challenge successfully, they get one point. Here are some example challenges:

  a. Word flashcard challenge: use the word in a sentence
  b. Word flashcard challenge: say the word in a funny voice

c. Word flashcard challenge: draw the word
d. Picture flashcard challenge: guess the right word for the picture, then spell the word
e. Picture flashcard challenge: act out the picture
f. Picture flashcard challenge: describe the picture as another person draws it.

(Cambridge Assessment English, sd)

Cambridge also has a lot of free online activities to help teenagers practise their vocabulary through topical exercises. You can find those exercises here:

https://www.cambridgeenglish.org/learning-english/parents-and-children/information-for-parents/tips-and-advice/practising-vocabulary-outside-the-classroom/

https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=vocabulary&rows=12

OVERALL REMEDIATION STRATEGY: VOCABULARY PORTFOLIO

An example of a remediation strategy for vocabulary is a vocabulary portfolio. You can find an example in attachments as 'Attachment 11: vocabulary portfolio'.

2.1.3   Remediation written production: spelling/accuracy

COMMON MISTAKES FOR PUPILS OF THE FIRST STAGE OF SECONDARY EDUCATION

As the curriculum of the first stage of secondary education does not really focus on spelling a lot, we decided to list some of the most frequent mistakes of pupils in English.

- Congruence: subject – verb agreement

- Its and it is

- To be, gone and went

- To watch/to look/to see

- Register: informal and formal

- Capitalization

(Snyder, sd)

STRATEGIES FOR PUPILS TO REFLECT ON SPELLING

There are numerous strategies for pupils to reflect on their own spelling. Acquiring these strategies can be very useful for further language development. We listed some tools pupils could use to reflect on spelling:

- **Cambridge dictionary**
  Cambridge dictionary is one of the better-known dictionaries. It allows language learners to look up words for free. The dictionary then gives information on those words such as whether it's a noun, a verb …, how to pronounce it, the level of the word (A1, A2 …), multiple explanations of the word and some example sentences in which the word is used. There is also a possibility to look up translations.

- **Macmillan dictionary**
  Another well-known dictionary is the Macmillan Dictionary. This dictionary is different from Cambridge dictionary because it gives an indication of the frequency of the word-use. Apart from that, it also makes another distinction between frequently used core vocabulary and less common words by indicating the former in red.

- **Grammarly**
  Grammarly is a free online writing app that can help the pupils make their online writing clearer and more effective. The only thing the pupils need to do is download the extension and allow it to check their writing. The only disadvantage of Grammarly is that it only checks pupils' writing in the browser they downloaded it in. In other words, it does not check the writing in Word or PowerPoint for example.

- **'DeepL' translator**
  DeepL translator is an online translation service. It has received a lot of positive reactions and is said to be more accurate than Google Translate. Pupils tend to use Google translate as a translation service which can cause very illogical and weird sentences. DeepL distinguishes itself by giving multiple alternatives when translating a word or a sentence.

- **Spelling checkers**
  Word automatically uses a spelling checker when the pupils are writing. However, if the pupils want to check their texts more thoroughly, they can use a spelling checker online.
  Link one: https://www.reverso.net/spell-checker/english-spelling-grammar/
  Link two: https://www.online-spellcheck.com/

- **Looking it up in course notes**
  If pupils doubt the spelling of a word, they can always look it up in their course notes. However, this implies that this specific word has already been dealt with in previous lessons. Because this is not always the case, we suggest using the other strategies first as they will also be useful for pupils when they do not have their course notes at hand.

Another important aspect of reflecting on spelling is learning from other pupils' mistakes. When pupils read another pupil's text, they tend to be more critical of the writing than they are of their own texts. Because of this, it can be very beneficial for pupils to revise and reflect on other texts.

There are many possible formats to make sure that the reflection of other texts goes smoothly. We listed some examples:

- **Pair review**
  This is where two pupils exchange their texts with each other. The pupils are supposed to correct the spelling of the other pupil's text. This way they can learn from each other.

- **Carousel reviews**
  This is when small groups of pupils are formed. Each pupil wrote a text. The pupils will then give their text to the person next to them who must find spelling mistakes. After a certain amount of time, the texts will be given to someone else of the group to find other spelling mistakes. After everyone has seen every text, the carousel is over.

- **Stations for review**
  Different stations are set up in the classroom. Each station presents another pupil's written production task. The pupils walk around the classroom and choose a table. At this table they check the text for spelling mistakes. After two minutes they must walk around the class again and choose a new table where they check the text again for spelling mistakes. They do this three times in total. The intention is that there is always one person at each table so that each text is checked three times at the end.

(Sunderji's Institutions)

ACTIVITIES TO PRACTISE SPELLING ITEMS

We also added some activities to practise spelling items. We kept these exercises rather brief as we believe that pupils need an authentic task to reflect on spelling. You can find the exercises in in attachments as 'Attachment 7: remedial activities II'

OVERALL REMEDIATION STRATEGY: SPELLING PORTFOLIO

An example of a remediation strategy for spelling is a spelling portfolio. You can find an example in in attachments as 'Attachment 8: spelling portfolio'.

III. Attachments

1   ATTACHMENT 1: OVERVIEW OF THE TENSES AND THE VERB FORMS

PRESENT SIMPLE			
USE (talking about …)			
- **General truths / facts** *Water boils at 100°C.* - **Habits** *The chef makes meals every day.* - **Series of actions** *When I leave my house, I cross the road, go through the gate, and follow the path.*			
FORMATION			**EXCEPTIONS**
POSITIVE	Most verbs	**Subject + INF (-to)** **BUT**: He/She/It + INF + s e.g. I work a lot. - She works a lot.	To go – goes To do – does
	Verb ending in consonant + Y	**Subject + INF (-to)** **BUT**: He/She/It + INF (change Y to I) + es e.g. You carry the bag. – He carries the bag.	
	Verb ending in s/z/ch/x/es	**Subject + INF (-to)** **BUT**: He/She/It + INF +es e.g. I catch the ball. – She catches the ball.	
NEGATIVE	**General:** **Long form:** Subject + do/does + not + INF (-to) or **Short form:** Subject + don't/doesn't + INF (-to) e.g. You do not work. **or** You don't work.		
QUESTION	**General:** Do/Does + subject + INF (-to)? e.g. Do you work?		

PRESENT CONTINUOUS	
USE (talking about …)	
- **Ongoing or temporary actions** *I am making soup.* - **States in a progress or change** *Belgian summers are getting hotter.* - **Repeated actions within temporary time** *I'm doing the dishes because the dishwasher is broken.*	
FORMATION	**EXCEPTIONS**

| POSITIVE | **General**: Subject + to be (am, are, is) + INF + ing
e.g. *She is talking to you.*

Formation present participle (INF + ing):
- **Verb ending in -e**
  Drop -e → +ing
e.g. make – making

- **One syllable verb ending with CVC (consonant – vowel – consonant)**
Double final consonant → +ing
e.g. Sit – sitting

- **>2 syllable verb ending with CVC (consonant – vowel – consonant)**
Double final consonant if last syllable is stressed → + ing (Do not double final consonant if last syllable is not stressed!)
e.g. Begin – beginning versus offer – offering (no stress on last syllable)

- **Verb ending in -ie**
Change -ie to -y → +ing
e.g. Lie – lying | |

NEGATIVE	**General:** **Long form:** Subject + to be (am/is/are) + not + INF (-to) + ing **or short form:** Subject + am not/isn't/aren't + INF (-to) e.g. He is not swimming. **or** He isn't swimming.
QUESTION	**General:** Am/Is/Are + subject + INF (-to) + ing? e.g. Is he playing?

IMPERATIVE		
USE (talking about …)		
- **Giving commands or orders** *Go* to your room!		
FORMATION		**EXCEPTIONS**
POSITIVE	**General:** INF (-to)	
NEGATIVE	**General:** Don't + INF (-to)	

PAST SIMPLE

USE (talking about …)

- **Single completed actions/states**

I ate fries yesterday.

- **Sequence of actions in the past**

I got up, brushed my teeth, and went downstairs.

	FORMATION	EXCEPTIONS
POSITIVE	**General:** Subject + INF + ed **BUT**: - **Verbs ending in -e** Add -d *e.g. hate – hated* - **Verbs ending in a consonant +y** Change -y into -I → +ed *e.g. cry – cried* - **Verbs ending with CVC** double final consonant → +ed *e.g. plan – planned*	Buy – bought Do – did Fly- flew Forget- forgot … (list with irregular verbs)
NEGATIVE	**General:** **Long form:** Subject + did + not + INF (-to) **or short form:** Subject + didn't + INF (-to) e.g. He is not swimming. **or** He isn't swimming.	
QUESTION	**General:** Did + subject + INF (-to)	

2 ATTACHMENT 2: INFORMATIONAL VIDEOS FOR TENSES

Present simple

https://www.youtube.com/watch?v=XkY4mo0VcIQ

Present continuous

https://www.youtube.com/watch?v=oBbJNjjSYBo

Present simple versus present continuous:

https://www.youtube.com/watch?v=RI_rRwRefHo

Past simple:

https://www.youtube.com/watch?v=xLA58CSIf3M

The imperative:

https://www.youtube.com/watch?v=2UzjHbcK2Wo

3 ATTACHMENT 3: USEFUL SETS (GRAMMAR)

Present simple

https://quizlet.com/408465763/simple-present-present-simple-negative-flash-cards/

Irregular verbs: https://quizlet.com/334768742/past-simple-irregular-verbs-flash-cards/

Conjugation in sentences: https://quizlet.com/222058487/present-simple-flash-cards/

Conjugation in sentences: https://quizlet.com/222058447/present-simple-flash-cards/

Conjugation in sentences: https://quizlet.com/268753005/simple-present-flash-cards/

Present continuous

Conjugation in sentences: https://quizlet.com/es/451557871/present-continuous-flash-cards/

Describing images: https://quizlet.com/299880126/present-continuous-flash-cards/

Conjugation in sentences: https://quizlet.com/475272683/present-continuous-flash-cards/

Questions: https://quizlet.com/pl/385588604/present-continuous-flash-cards/

Affirmative and negative: https://quizlet.com/290347371/present-continuous-affirmative-negative-flash-cards/

Affirmative and negative: https://quizlet.com/it/449538371/present-continuous-affirmative-negative-flash-cards/

Past simple

Conjugation in sentences: https://quizlet.com/383088391/simple-past-sentences-past-simple-past-simple-flash-cards/

Conjugation in sentences: https://quizlet.com/ru/501105813/simple-past-flash-cards/

Conjugation in sentences: https://quizlet.com/322189519/past-simple-flash-cards/

Negative: https://quizlet.com/154989614/simple-past-negative-form-flash-cards/

Imperative

In the classroom: https://quizlet.com/300928981/imperative-flash-cards/

4   ATTACHMENT 4: REMEDIAL ACTIVITIES I

PRESENT SIMPLE

<u>REMEMBER</u>

Fill in the correct form of the present simple tense.

I.   In the morning, I always _____ (to have) a shower.

II.   After dinner, he usually _____ (not/to do) the dishes.

III.   My friends never _____ (to win) at tennis.

IV.   On Sunday, my mom _____ (to make) pancakes.

V.   _____ they often _____ (to travel) around the world?

VI.   We _____ (not/to eat) meat.

VII.   Farah sometimes _____ (to wear) a dress to the office.

VIII.   I _____ (not/to smoke).

IX.   The sun _____ (to rise) in the East.

X.   _____ they _____ (to live) together?

<u>UNDERSTAND</u>

Choose an answer and explain why you chose it.

Sally always _____ her kids to school.

o   to drive
o   drives
o   drive

Why did you choose this answer? Explain. _____

My father _____ a big car.

o   doesn't have
o   don't have
o   do have

Why did you choose this answer? Explain. _____

_____ Tim and John _____ each other?

- o   do Tim and John love each other?
- o   does Tim and John love each other?
- o   love Tim and John each other?

Why did you choose this answer? Explain. _____

<u>PRACTISE</u>

Write a small text (3 lines) about facts, general truths, permanent situations, or habits in your life using the present simple.

_____

_____

_____

PRESENT CONTINUOUS

Fill in the correct form of the present continuous tense.

I. I _____ (to study) at the moment.

II. I _____ (not/to sleep), I _____ (to pay) attention!

III. She _____ (to eat) chocolate now, although it isn't good for her.

IV. We _____ (not/to do) English exercises because we're lazy.

V. _____ you _____ (to sleep)? Or are you still awake?

VI. Right now, he _____ (to work) at McDonald's.

VII. She _____ (to play) the guitar beautifully.

VIII. He _____ (to walk) to school now.

IX. What _____ you _____ (to do)?

X. Why _____ he _____ (to study) for his exams?

UNDERSTAND

Choose an answer and explain why you chose it.

Emma _____ her kids to school at the moment.

- o Is driving
- o are driving
- o driving

Why did you choose this answer? Explain. _____

My mother _____ very hard to make sure everything will be done on time.

- o isn't working
- o wasn't working
- o haven't working

Why did you choose this answer? Explain. _____

_____ Sarah and Jeanette really _____ with each other? Or is it all a joke?

- o are Sarah and Jeanette really fighting
- o is Sarah and Jeanette really fighting
- o do Sarah and Jeanette really fighting?

Why did you choose this answer? Explain. _____

PRACTISE

Write a small text (3 lines) about ongoing/temporary actions, states in a progress or change or repeated actions within temporary time in your life using the present continuous.

_____

_____

_____

PAST SIMPLE

Fill in the correct form of the past simple tense.

  I.   Last year I _____ (to spend) my holiday in Ireland.

 II.   It _____ (to be) great.

III.   I _____ (to travel) around by car with two friends.

IV.   We _____ (to visit) lots of interesting places.

 V.   In the evenings, we usually _____ (to go) to a pub.

VI.   One night, we even _____ (to learn) some Irish dances.

VII.   However, we _____ (not/to be) lucky with the weather.

VIII.   It _____ (to rain) a lot.

IX.   But we _____ (to see) some beautiful rainbows.

 X.   Where _____ you _____ (to spend) your last holiday?

UNDERSTAND

Choose an answer and explain why you chose it.

I _____ (not/to drink) any beer last night.

- o   didn't drink
- o   don't drink
- o   drunk not

Why did you choose this answer? Explain. _____

What time _____ he _____ (to get up) yesterday?

- o   does he get up
- o   did he get up
- o   doesn't he get up

Why did you choose this answer? Explain. _____

I _____ (to be) born in 1986.

- o is born
- o was born
- o did born

Why did you choose this answer? Explain. _____

PRACTISE

Write a small text (3 lines) about completed actions/states or a sequence of actions in the past in your life using the past simple.

_____

_____

_____

IMPERATIVE

REMEMBER

Turn the sentences into an instruction using an imperative.

    I.   Could you close the door, please?

        _____

    II.   Could you turn the down the volume of the telly?

        _____

    III.   Could you put your socks in the laundry basket?

        _____

UNDERSTAND

Choose an answer and explain why you chose it.

_____ (to do) the dishes!

- o   did
- o   do
- o   done

Why did you choose this answer? Explain. _____

_____ (not/to bully) your sister!

- o   don't bully
- o   doesn't bully
- o   didn't bully

Why did you choose this answer? Explain. _____

_____ (to calm) down!

- o   calms
- o   calmer
- o   calm

Why did you choose this answer? Explain. _____

PRACTISE

Write down three instructions your mother/father/teacher often gives you, using the imperative verb form.

_____

_____

_____

5   ATTACHMENT 5: CARDINAL NUMBERS

A cardinal number is a number that says how many of something there are.

Figure 3 Numbers in English

(Woodward, sd)

6 ATTACHMENT 6: GRAMMAR PORTFOLIO

Working on my grammar

NOTE DOWN ALL THE GRAMMAR PROBLEMS YOU HAVE HAD WHILE WORKING INDEPENDENTLY. YOUR TEACHER AND FELLOW-CLASSMATE(S) WILL HELP YOU COMPLETE THE LIST.

These are the grammar topics that I have problems with:

Why (in my opinion) do I keep making mistakes with these topics?

These are the topics I do not understand:

(Lecluyze, 2020)

7   ATTACHMENT 7: REMEDIAL ACTIVITIES II

Congruence: subject – verb agreement

https://www.grammarbook.com/grammar_quiz/subject_verb_agreement_1.asp

https://www.noslangues-ourlanguages.gc.ca/en/quiz/jeu-quiz-sva-basic-eng

https://www.englishgrammar.org/subject-verb-agreement-exercise/

http://guidetogrammar.org/grammar/quizzes/svagr2.htm

Its and it is

Explanatory video: https://www.youtube.com/watch?v=VUfHW_ieGP0

https://www.englisch-hilfen.de/en/exercises/confusing_words/its.htm

https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-49939.php

https://freeology.com/grammar/its-and-its-practice-worksheet/

To be: gone and went

https://www.ecenglish.com/learnenglish/lessons/go-goes-going-went-or-gone

http://a4esl.org/q/h/fb004-ck.html

To watch/to look/to see

Explanation/Definition: https://learningenglish.voanews.com/a/do-you-know-the-differences-between-look-watch-and-see/4880198.html

https://www.englisch-hilfen.de/en/exercises/confusing_words/look_see_watch.htm

https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-110251.php

https://www.usingenglish.com/quizzes/278.html

Capitalization

Explanation: https://www.englishclub.com/writing/capital-letters.htm

https://www.englisch-hilfen.de/en/exercises/nouns_articles/capitalization.htm

http://esl.fis.edu/grammar/satz/capital1.htm

https://www.learnenglishfeelgood.com/writing-capitalization-practice-test2.html

https://www.grammarbook.com/grammar_quiz/capitalization_1.asp

8   ATTACHMENT 8: SPELLING PORTFOLIO

Working on my spelling

NOTE DOWN ALL THE SPELLING PROBLEMS YOU HAVE HAD WHILE WORKING INDEPENDENTLY. YOUR TEACHER AND FELLOW-CLASSMATE(S) WILL HELP YOU COMPLETE THE LIST.

These are the spelling topics that I have problems with:

Why (in my opinion) do I keep making mistakes with these topics?

These are the topics I do not understand:

(Lecluyze, 2020)

9   ATTACHMENT 9: VOCABULARY LISTS

LIST 1

Here you find a picture book suitable for A1 pupils, with focus on vocabulary connected to the zoo, clothing shops and their favourite foods.

https://www.cambridgeenglish.org/Images/396158-yle-starters-word-list-picture-book-2018.pdf

LIST 2

The vocabulary list found on this site is rather extensive, which is why we focus on 'Appendix 2'. Here they concentrate on certain topics such as 'Food and drinks', 'House and Home' and 'Sports'. These lists are more summarized.

https://www.cambridgeenglish.org/Images/22105-ket-vocabulary-list.pdf

LIST 3

The vocabulary list found on this site is similar to the previous one. Here we also focus on 'Appendix 2'. The focal points of this list are 'Food and drinks', 'House and Home' and 'Sports' on A2/B1 level. These lists are more summarized.

https://www.cambridgeenglish.org/Images/84669-pet-vocabulary-list.pdf

10   ATTACHMENT 10: USEFUL SETS (VOCABULARY)

Giving directions

https://quizlet.com/be/478429712/giving-directions-flash-cards/

https://quizlet.com/495411353/directions-flash-cards/

Food

https://quizlet.com/be/478429712/giving-directions-flash-cards/

https://quizlet.com/60233378/elementary-food-set-flash-cards/

Shops

https://quizlet.com/495408420/shops-flash-cards/

Weather

https://quizlet.com/nl/329943398/weather-flash-cards/

https://quizlet.com/nl/390018705/the-weather-flash-cards/

Ways of travelling

https://quizlet.com/mx/503964769/ways-of-traveling-flash-cards/

Accommodation

https://quizlet.com/283109511/accomodation-flash-cards/

Activities

https://quizlet.com/tr/429795839/activities-diagram/

https://quizlet.com/382120615/activities-flash-cards/

11 ATTACHMENT 11: VOCABULARY PORTFOLIO

WORD CHART

WORD	SAMPLE SENTENCE	EXPLANATION	RELATED WORDS
Hoodie	Where did you buy your new hoodie?	a sweatshirt (= cotton clothing for the upper body) that has a hood to cover the head	jumper sweatshirt sweater

WORD BUILDERS

Verb	Nouns		Adjective	Adverb	Related words
	Something	Somebody			
to cook	X	the cook	cooked	X	to make to prepare to heat

(Lecluyze, 2020)

12   ATTACHMENT 12: VOCABULARY KEY WORDS PORTFOLIO

WORD	TYPE OF WORD	EXAMPLE SENTENCE	HOW IMPORTANT
TWO KEY WORDS NEW FOR ME			
			☆ ☆ ☆ ☆
			☆ ☆ ☆ ☆
TWO KEY WORDS I ALREADY KNOW			
			☆ ☆ ☆ ☆
			☆ ☆ ☆ ☆
TWO USEFUL TOPIC WORDS (NOT KEY WORDS)			
			☆ ☆ ☆ ☆
			☆ ☆ ☆ ☆

(Lecluyze, 2020)

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