



DIPLOMARBEIT / DIPLOMA THESIS

Titel der Diplomarbeit / Title of the Diploma Thesis

“An analysis of self-assessment tasks in current Austrian schoolbooks for English”

verfasst von / submitted by

Carina Krenn

angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of

Magistra der Philosophie (Mag. phil.)

Wien, 2019 / Vienna, 2019

Studienkennzahl lt. Studienblatt /
degree programme code as it appears on
the student record sheet:

A 190 344 445

Studienrichtung lt. Studienblatt /
degree programme as it appears on
the student record sheet:

Lehramtsstudium UF Englisch,
UF Biologie und Umweltkunde

Betreut von / Supervisor:

Mag. Dr. Helen Heaney, BA

Acknowledgements

Since I am aware that I would have never managed to finish this thesis without certain people, who have accompanied and supported me throughout my studies and my life, I want to express my deepest gratitude to them.

First, I want to thank my mother; without her I would have never been able to come as far as I have come by now. My beloved, deceased step-father also played an important role in my development. Thank you for your unconditional love, your financial support and patience, especially during the thesis writing phase.

I want to thank my best friend and fellow student Magdalena, who has made studying more enjoyable. Thank you for helping me whenever needed and listening to my endless concerns about this thesis, although you were struggling with your own.

To my other best friend, Linnea, who tried to understand what my thesis is about and to help me with my structure although she is not the least interested in the topic – Thank you!

Special thanks to everyone around me, who was there for me all the time, often accepted my bad mood and still tried to cheer me up and encourage me. Thank you!

Lastly, I want to thank my supervisor, Mag. Dr. Helen Heaney, BA, for her valuable advice, hints, support and patience. Thank you for your inspiring expertise!

Table of contents

List of tables	i
List of figures	iii
1. Introduction	1
2. Terms and concepts of self-assessment	3
2.1. Language test usefulness	3
2.1.1. Practicality.....	3
2.1.2. Reliability.....	4
2.1.3. Validity.....	5
2.1.4. Impact and Washback	7
2.1.5. Authenticity.....	7
2.1.6. Interactiveness.....	8
2.2. The differences between formative and summative assessment	9
2.2.1. Formative assessment.....	9
2.2.2. Summative assessment.....	10
2.3. A definition of self-assessment	11
3. Theoretical Justifications for Self-Assessment	13
3.1. Self-assessment in formal assessment	13
3.2. Learning theories supporting self-assessment	15
3.3. Further beneficial factors of self-assessment	17
4. Self-assessment in official documents	19
5. Types of Self-Assessment and tools for its administration	21
5.1. Types	21
5.1.1. Direct assessment of performance.....	21
5.1.2. Indirect assessment of general competence.....	22
5.1.3. Metacognitive assessment	24
5.1.4. Assessment of socioaffective factors.....	25
5.1.5. Student self-generated tests	26
5.2. Tools	27
5.2.1. Review	27
5.2.2. Portfolios	28
5.2.3. Journals	28
5.2.4. Conferences.....	29
6. Implementation of Self-Assessment	30
6.1. General considerations when implementing self-assessment	30
6.2. Implementation of self-assessment for the language skills and systems	34
6.2.1. Self-assessment of productive skills: Writing and Speaking.....	34
6.2.2. Self-assessment of receptive skills: Listening and Reading	36
6.2.3. Self-assessment of vocabulary and grammar	37
7. Theory of School Book Analysis	37
8. Research design and methods	42

9.	Findings of the textbook analysis	46
9.1.	Findings of the global analysis	46
9.1.1.	<i>Prime Time 5</i>	46
9.1.2.	<i>Make Your Way 5</i>	47
9.1.3.	<i>English to go 4</i>	48
9.1.4.	<i>More! 4</i>	49
9.1.5.	Comparison of the global analyses	50
9.2.	Findings of the detailed analysis	52
9.2.1.	<i>Prime Time 5</i>	52
9.2.2.	<i>English to go 4</i>	55
9.2.3.	<i>More! 4</i>	59
9.2.4.	Comparison of the detailed analyses	61
10.	Conclusion	65
11.	References	67
12.	Appendix	72
12.1.	Global analysis sheets	72
12.2.	<i>Prime Time 5</i> : Analyzed self-assessment tasks & detailed analysis sheets	80
12.3.	<i>English to go 4</i> : Analyzed self-assessment tasks & detailed analysis sheets	116
12.4.	<i>More! 4</i> : Analyzed self-assessment tasks & detailed analysis sheets	165
12.5.	Analysis and evaluation grids samples	181
12.6.	Abstract in German (Deutsche Zusammenfassung)	184

List of tables

Table 1. Features of good and poor practice in self assessment (Boud 2003: 208-209)	32
Table 2. Analysis grid: types of self-assessment	43
Table 3. Assessment tools used	43
Table 4. Format/method and content of the SAT	43-44
Table 5. Basis, position and key of the SAT	44
Table 6. Evaluation grid	45
Table 7. Comparison of SAT weight in the selected schoolbooks	50
Table 8. Content and formats of SATs in <i>Prime Time 5</i>	52
Table 9. CEFR descriptors in SATs in <i>Prime Time 5</i>	53
Table 10. Content and format of review tasks in <i>English to go 4</i>	56
Table 11. Content and formats of SATs in <i>More! 4</i>	60
Table 12. Comparison of findings of detailed analyses	62
Table 13. <i>Prime Time 5</i> : global analysis grid	72-74
Table 14. <i>Make Your Way 5</i> : global analysis grid	74-75
Table 15. <i>English to go 4</i> : global analysis grid	75-77
Table 16. <i>More! 4</i> : global analysis grid	78-79
Table 17. <i>Prime Time 5</i> : check out 1, analysis grid	82
Table 18. <i>Prime Time 5</i> : check out 1, evaluation grid	83
Table 19. <i>Prime Time 5</i> : check out 2, analysis grid	86
Table 20. <i>Prime Time 5</i> : check out 2, evaluation grid	87
Table 21. <i>Prime Time 5</i> : check out 3, analysis grid	89
Table 22. <i>Prime Time 5</i> : check out 3, evaluation grid	90
Table 23. <i>Prime Time 5</i> : check out 4, analysis grid	93
Table 24. <i>Prime Time 5</i> : check out 4, evaluation grid	94
Table 25. <i>Prime Time 5</i> : check out 5, analysis grid	97
Table 26. <i>Prime Time 5</i> : check out 5, evaluation grid	98
Table 27. <i>Prime Time 5</i> : check out 6, analysis grid	100
Table 28. <i>Prime Time 5</i> : check out 6, evaluation grid	101
Table 29. <i>Prime Time 5</i> : check out 7, analysis grid	103
Table 30. <i>Prime Time 5</i> : check out 7, evaluation grid	104
Table 31. <i>Prime Time 5</i> : check out 8, analysis grid	106
Table 32. <i>Prime Time 5</i> : check out 8, evaluation grid	107
Table 33. <i>Prime Time 5</i> : check out 9, analysis grid	110
Table 34. <i>Prime Time 5</i> : check out 9, evaluation grid	111
Table 35. <i>Prime Time 5</i> : check out 10, analysis grid	114
Table 36. <i>Prime Time 5</i> : check out 10, evaluation grid	115
Table 37. <i>English to go 4</i> : CB: progress checks 1-4, analysis grid	120

Table 38. <i>English to go 4</i> : CB: progress checks 1-4, evaluation grid	121
Table 39. <i>English to go 4</i> : WB: small self-checks 1-16, analysis grid	130
Table 40. <i>English to go 4</i> : WB: small self-checks 1-16, evaluation grid	131
Table 41. <i>English to go 4</i> : WB: revision part 1, analysis grid	134
Table 42. <i>English to go 4</i> : WB: revision part 1, evaluation grid	135
Table 43. <i>English to go 4</i> : WB: revision part 2, analysis grid	138
Table 44. <i>English to go 4</i> : WB: revision part 2, evaluation grid	139
Table 45. <i>English to go 4</i> : WB: revision part 3, analysis grid	142
Table 46. <i>English to go 4</i> : WB: revision part 3, evaluation grid	143
Table 47. <i>English to go 4</i> : WB: revision part 4, analysis grid	146
Table 48. <i>English to go 4</i> : WB: revision part 4, evaluation grid	147
Table 49. <i>English to go 4</i> : WB: big self-checks 1-4, analysis grid	152
Table 50. <i>English to go 4</i> : WB: big self-checks 1-4, evaluation grid	153
Table 51. <i>English to go 4</i> : WB: learning tip: working effectively in a team, analysis grid	155
Table 52. <i>English to go 4</i> : WB: learning tip: working effectively in a team, evaluation grid	156
Table 53. <i>English to go 4</i> : CB: project: goal setting, analysis grid	158
Table 54. <i>English to go 4</i> : CB: project: goal setting, evaluation grid	159
Table 55. <i>English to go 4</i> : WB: portfolio tasks, analysis grid	163
Table 56. <i>English to go 4</i> : WB: portfolio tasks, evaluation grid	164
Table 57. <i>More! 4</i> : SB: progress check 1, analysis grid	167
Table 58. <i>More! 4</i> : SB: progress check 1, evaluation grid	168
Table 59. <i>More! 4</i> : SB: progress check 2, analysis grid	171
Table 60. <i>More! 4</i> : SB: progress check 2, evaluation grid	172
Table 61. <i>More! 4</i> : SB: progress check 3, analysis grid	175
Table 62. <i>More! 4</i> : SB: progress check 3, evaluation grid	176
Table 63. <i>More! 4</i> : SB: progress check 4, analysis grid	179
Table 64. <i>More! 4</i> : SB: progress check 4, evaluation grid	180
Table 65. Global analysis grid sample	181
Table 66. Analysis grid sample	182
Table 67. Evaluation grid sample	183

List of figures

Figure 1. Practicality (Bachman & Palmer 1996: 36)	4
Figure 2. Self-assessment of class participation (Phillips 2000, cited in Brown & Abeywickrama 2010: 147)	23
Figure 3. Self-assessment of learning preferences (Brown 1999: 59, cited in Brown & Abeywickrama 2010: 150)	26
Figure 4. Levels of analysis of language teaching materials (Littlejohn 1998: 195)	39
Figure 5. <i>Prime Time 5</i> : check-out 1.1 (Hellmayr, Waba & Mlakar 2010a: 12)	80
Figure 6. <i>Prime Time 5</i> : check-out 1.2 (Hellmayr, Waba & Mlakar 2010a: 13)	81
Figure 7. <i>Prime Time 5</i> : check-out 2.1 (Hellmayr, Waba & Mlakar 2010a: 28)	84
Figure 8. <i>Prime Time 5</i> : check-out 2.2 (Hellmayr, Waba & Mlakar 2010a: 29)	85
Figure 9. <i>Prime Time 5</i> : check-out 3 (Hellmayr, Waba & Mlakar 2010a: 43)	88
Figure 10. <i>Prime Time 5</i> : check-out 4.1 (Hellmayr, Waba & Mlakar 2010a: 58)	91
Figure 11. <i>Prime Time 5</i> : check-out 4.2 (Hellmayr, Waba & Mlakar 2010a: 59)	92
Figure 12. <i>Prime Time 5</i> : check-out 5.1 (Hellmayr, Waba & Mlakar 2010a: 72)	95
Figure 13. <i>Prime Time 5</i> : check-out 5.2 (Hellmayr, Waba & Mlakar 2010a: 73)	96
Figure 14. <i>Prime Time 5</i> : check-out 6 (Hellmayr, Waba & Mlakar 2010a: 85)	99
Figure 15. <i>Prime Time 5</i> : check-out 7 (Hellmayr, Waba & Mlakar 2010a: 97)	102
Figure 16. <i>Prime Time 5</i> : check-out 8 (Hellmayr, Waba & Mlakar 2010a: 111)	105
Figure 17. <i>Prime Time 5</i> : check-out 9.1 (Hellmayr, Waba & Mlakar 2010a: 124)	108
Figure 18. <i>Prime Time 5</i> : check-out 9.2 (Hellmayr, Waba & Mlakar 2010a: 125)	109
Figure 19. <i>Prime Time 5</i> : check-out 10.1 (Hellmayr, Waba & Mlakar 2010a: 138)	112
Figure 20. <i>Prime Time 5</i> : check-out 10.2 (Hellmayr, Waba & Mlakar 2010a: 139)	113
Figure 21. <i>English to go 4</i> : CB: progress check 1 (Westfall & Weber 2006a: 30)	116
Figure 22. <i>English to go 4</i> : CB: progress check 2 (Westfall & Weber 2006a: 59)	117
Figure 23. <i>English to go 4</i> : CB: progress check 3 (Westfall & Weber 2006a: 90)	118
Figure 24. <i>English to go 4</i> : CB: progress check 4 (Westfall & Weber 2006a: 112)	119
Figure 25. <i>English to go 4</i> : WB: small self-check 1 (Westfall & Weber 2006b: 9)	122
Figure 26. <i>English to go 4</i> : WB: small self-check 2 (Westfall & Weber 2006b: 15)	122
Figure 27. <i>English to go 4</i> : WB: small self-check 3 (Westfall & Weber 2006b: 22)	122
Figure 28. <i>English to go 4</i> : WB: small self-check 4 (Westfall & Weber 2006b: 27)	123
Figure 29. <i>English to go 4</i> : WB: small self-check 5 (Westfall & Weber 2006b: 36)	123
Figure 30. <i>English to go 4</i> : WB: small self-check 6 (Westfall & Weber 2006b: 42)	124
Figure 31. <i>English to go 4</i> : WB: small self-check 7 (Westfall & Weber 2006b: 47)	124
Figure 32. <i>English to go 4</i> : WB: small self-check 8 (Westfall & Weber 2006b: 53)	125
Figure 33. <i>English to go 4</i> : WB: small self-check 9 (Westfall & Weber 2006b: 63)	125
Figure 34. <i>English to go 4</i> : WB: small self-check 10 (Westfall & Weber 2006b: 69)	126
Figure 35. <i>English to go 4</i> : WB: small self-check 11 (Westfall & Weber 2006b: 75)	126

Figure 36. <i>English to go 4</i> : WB: small self-check 12 (Westfall & Weber 2006b: 82)	127
Figure 37. <i>English to go 4</i> : WB: small self-check 13 (Westfall & Weber 2006b: 92)	128
Figure 38. <i>English to go 4</i> : WB: small self-check 14 (Westfall & Weber 2006b: 97)	128
Figure 39. <i>English to go 4</i> : WB: small self-check 15 (Westfall & Weber 2006b: 103)	129
Figure 40. <i>English to go 4</i> : WB: small self-check 16 (Westfall & Weber 2006b: 107)	129
Figure 41. <i>English to go 4</i> : WB: revision part 1.1 (Westfall & Weber 2006b: 28)	132
Figure 42. <i>English to go 4</i> : WB: revision part 1.2 (Westfall & Weber 2006b: 29)	133
Figure 43. <i>English to go 4</i> : WB: revision part 2.1 (Westfall & Weber 2006b: 54)	136
Figure 44. <i>English to go 4</i> : WB: revision part 2.2 (Westfall & Weber 2006b: 55)	137
Figure 45. <i>English to go 4</i> : WB: revision part 3.1 (Westfall & Weber 2006b: 83)	140
Figure 46. <i>English to go 4</i> : WB: revision part 3.2 (Westfall & Weber 2006b: 84)	141
Figure 47. <i>English to go 4</i> : WB: revision part 4.1 (Westfall & Weber 2006b: 108)	144
Figure 48. <i>English to go 4</i> : WB: revision part 4.2 (Westfall & Weber 2006b: 109)	145
Figure 49. <i>English to go 4</i> : WB: big self-check 1 (Westfall & Weber 2006b: 30)	148
Figure 50. <i>English to go 4</i> : WB: big self-check 2 (Westfall & Weber 2006b: 56)	149
Figure 51. <i>English to go 4</i> : WB: big self-check 3 (Westfall & Weber 2006b: 85)	150
Figure 52. <i>English to go 4</i> : WB: big self-check 4 (Westfall & Weber 2006b: 110)	151
Figure 53. <i>English to go 4</i> : WB: learning tip: working effectively in a team (Westfall & Weber 2006b: 79)	154
Figure 54. <i>English to go 4</i> : CB: project: goal setting (Westfall & Weber 2006a: 15)	157
Figure 55. <i>English to go 4</i> : WB: portfolio project.1 (Westfall & Weber 2006b: 104)	160
Figure 56. <i>English to go 4</i> : WB: portfolio project.2 (Westfall & Weber 2006b: 105)	161
Figure 57. <i>English to go 4</i> : WB: portfolio project.3 (Westfall & Weber 2006b: 106)	162
Figure 58. <i>More! 4</i> : SB: progress-check 1.1 (Gerngroß et. al. 2013a: 44)	165
Figure 59. <i>More! 4</i> : SB: progress-check 1.2 (Gerngroß et. al. 2013a: 45)	166
Figure 60. <i>More! 4</i> : SB: progress-check 2.1 (Gerngroß et. al. 2013a: 82)	169
Figure 61. <i>More! 4</i> : SB: progress-check 2.2 (Gerngroß et. al. 2013a: 83)	170
Figure 62. <i>More! 4</i> : SB: progress-check 3.1 (Gerngroß et. al. 2013a: 110)	173
Figure 63. <i>More! 4</i> : SB: progress-check 3.2 (Gerngroß et. al. 2013a: 111)	174
Figure 64. <i>More! 4</i> : SB: progress-check 4.1 (Gerngroß et. al. 2013a: 138)	177
Figure 65. <i>More! 4</i> : SB: progress-check 4.2 (Gerngroß et. al. 2013a: 139)	178

1. Introduction

The constantly changing world demands continuous personal and skill development. For this reason, a highly developed self-assessment and self-evaluation skills is crucial to be a successful part of the modern professional world since it is a prerequisite for lifelong learning (Boud 2003: 13). Where else could or should this skill be introduced and enhanced other than in the educational system.

Students need to be prepared to become responsible and mature members of society; thus, they need to know what they are good at, where their weaknesses lie and especially what they need to do to improve. Self-assessment is nowadays part of nearly every big decision in life; study orientation, career consulting, language level, assessment of job performance or the own personality; all of these can be performed through self-assessment.

During the last few decades, the focus in language teaching has shifted away from teacher-centred teaching and moved towards learner-centred teaching, including assigning the learners more responsibility and voice regarding the learning process. Hence, also the approach to assessment needs to be revised and made more learner-centred. Students need to know the assessment criteria equally well as the teachers and, hence, need to be able to assess their own performance or general competences. Moreover, it is beneficial if learners know what facilitates or hinders their learning. Based on the results, they can set their own learning goals and influence the learning process according to their needs. However, learners only know exactly what they need to work on if they assess themselves, as then it is ensured that they are familiar with the assessment criteria and know where the mistake happened. Hence, the intrinsic motivation is increased, and learners actually start to learn for themselves and not for their teachers. As this thesis is part of English studies in the teacher's program, the focus will be on self-assessment in second language teaching. Due to the fact that "[m]ost teachers of English use a coursebook" (Cunningsworth 1984: 1), the easiest way for students and teachers to access self-assessment would be a successful integration of self-assessment tasks into the common English coursebook series.

Hence, this thesis will try to answer the following research questions:

- How is self-assessment presented in common Austrian schoolbook series for English?
- What kind of self-assessment tasks are accessible when only relying on the schoolbooks?
- Are the existing self-assessment tasks likely to be successful/effective?

For this purpose, the paper is divided into two parts; part I reviews the already existing literature on self-assessment while part II explains how the study was conducted and what

was found out. Chapter two gives necessary explanations of relevant terms and concepts, chapter three focuses on the theoretical justifications for implementing self-assessment and chapter four summarizes what the curriculum, the *Common European Framework of References* (CEFR) and the “*Leistungsbeurteilungsverordnung*” (LBVO) [performance evaluation enactment] say about self-assessment. Section five addresses the existing types of and tools for self-assessment, while Section six presents guidelines on how to implement self-assessment in teaching. The last theoretical chapter outlines literature about school book analysis. In part II of this thesis, the performed study will be introduced; first, in chapter eight the research design and methods are explained. Chapter nine provides the findings of the global and the detailed analyses of the selected schoolbooks. Lastly, chapter ten resumes the most important findings and offers suggestions for future research.

PART I – Theoretical Background

2. Terms and concepts of self-assessment

In the following section, terms and concepts that are relevant for self-assessment will be explained; firstly, the qualities of language tests described by Bachman and Palmer (1996: 17-41) and later adopted by Brown and Abeywickrama (2010: 25-39) are summarized; secondly, the distinction between formative and summative assessment is addressed and lastly, several definitions for the concept of self-assessment are given and compared, which also leads to a working definition for this paper.

2.1. Language test usefulness

Language tests need to show certain qualities which together add up to their usefulness (Bachman & Palmer 1996: 17). Brown and Abeywickrama (2010: 25-39) call those factors “principles of language assessment”, which cover practicality, reliability, validity, authenticity and washback. Bachman and Palmer (1996: 17-42) included the quality of interactivens in their original text on test usefulness and find washback to be one part of the bigger concept of impact. The following chapter addresses these qualities and their relation to each other.

2.1.1. Practicality

Following Brown and Abeywickrama (2010: 26), “practicality refers to the logistical, down-to-earth, administrative issues involved in making, giving, and scoring an assessment instrument”, which means that the given resources in time, money and material are sufficient for the assessment tool used and that it is worth the effort. Bachman and Palmer (1996: 36) emphasize that the quality of practicality will affect the whole process of developing and administering a test, as the resources required need to be adjusted to the available ones. Figure 1 shows the “relationship between the resources that will be required in the design, development, and use of the test and the resources that will be available for these activities” (Bachman & Palmer 1996: 36).

$$\text{Practicality} = \frac{\text{Available resources}}{\text{Required resources}}$$

If practicality ≥ 1 , the test development and use is practical.
 If practicality < 1 , the test development and use is not practical.

Figure 1. Practicality (Bachman & Palmer 1996: 36).

As can be learned from Figure 1, a practical test will not demand more resources than available and, thus, can be developed and used (Bachman & Palmer 1996: 36). In contrast, an impractical test exceeds the available resources and, thus, will not be designed or administered, unless the developer can “modify the specifications to reduce the resources required, or increase the available resources or reallocate them”. Bachman and Palmer (1996: 36-37) also define the different types of resources that can be available and required and categorize them into “human resources”, “material resources” and “time”, which can be seen in the list below.

- 1 Human resources
(e.g. test writer, scorers or raters, test administrators, and clerical support)
- 2 Material resources
Space (e.g. rooms for test development and test administration)
Equipment (e.g. typewriters, word processors, tape and video recorders, computers)
Materials (e.g. paper, pictures, library resources)
- 3 Time
Development time (time from the beginning of the test development process to the reporting of scores from the first operational administration)
Time for specific tasks (e.g. designing, writing, administering, scoring, analyzing)
(Bachman & Palmer 1996: 37).

The requirements of a test will be different from one situation to another, so that “practicality can only be determined for a specific testing situation” and not in general (Bachman & Palmer 1996: 37).

2.1.2. Reliability

For a test to be reliable, it must be “consistent and dependable”; hence, comparable results should be achieved when giving the same test to the same students at different times (Bachman & Palmer 1996: 20; Brown & Abeywickrama 2010: 27). Moreover, two forms of a test that are used in the same testing situation should yield the same result (Bachman & Palmer 1996: 20). The reliability of a test depends on four different factors, namely student-related reliability, rater reliability, test administration reliability and test reliability (Brown & Abeywickrama 2010: 28).

Student-related reliability is the one that can least be influenced as it includes issues like students' health, mood and test anxiety, which might influence the grade negatively and, thus, "make an observed score deviate from one's 'true' score" (Brown & Abeywickrama 2010: 28).

Rater reliability can be divided into inter-rater reliability and intra-rater reliability (Brown & Abeywickrama 2010: 28). The first describes the consistency of grades assigned by two individual raters, while the latter refers to the scores allocated by the same rater at two different points of time (Brown & Abeywickrama 2010: 28).

The environment and conditions in which a test is carried out can also influence its reliability (Brown & Abeywickrama 2010: 29). This is called test administration reliability and it is lowered by ambient noise, bad photocopies, light or temperature etc. (Brown & Abeywickrama 2010: 29).

Lastly, there is test reliability, which means that "the test itself can cause measurement errors", for instance through ambiguous test items, too few or many items or badly designed distractors (Brown & Abeywickrama 2010: 29).

2.1.3. Validity

Another crucial principle of an assessment instrument is validity, which is the extent to which a test measures what it should measure, or "the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment" (Gronlund 1998: 226, cited in Brown & Abeywickrama 2010: 29). Validity and reliability are interdependent as a test can only be valid if it is also reliable; however, a reliable test is not automatically valid (Hughes 2003: 50). Like with reliability, validity also depends on content-, criterion-, and construct-related validity, consequential validity and face validity (Brown & Abeywickrama 2010: 30-36).

Content-related validity is given when the test features the "subject matter about which conclusions are to be drawn" and the test-takers are asked to "perform the behavior that is being measured" (Brown & Abeywickrama 2010: 30). A test that seeks to measure a person's dialogic speaking ability is not valid in terms of its content if it features multiple choice questions on paper (Brown & Abeywickrama 2010: 31). Furthermore, the test must be based on what has been taught in the course, covering the content and its objectives (Brown & Abeywickrama 2010: 31). Hughes (2003:27) also stresses the importance of including a representative and "principled selection" of items in a test to ensure its content-related validity.

Criterion-related validity is the “extent to which the ‘criterion’ of the test has actually been reached” (Brown & Abeywickrama 2010: 32). Thus, the criterion of a teacher-made classroom test needs to show the same results as an independent tool, which is included in the book, for example. In other words, a test is valid if the outcome successfully predicts future behavior or is in line with the results of prior performances (Brown & Abeywickrama 2010: 32-33).

Construct-related validity is given when a test measures all parts of a construct that was defined beforehand (Brown & Abeywickrama 2010: 33). It is best understood with the help of an example: An oral interview should test all parts of the theoretical construct of speaking, including “pronunciation, fluency, grammatical accuracy, vocabulary use, and socio-linguistic appropriateness”; hence, if the teacher then only evaluates pronunciation and grammar, construct validity is not fulfilled (Brown & Abeywickrama 2010: 33). Bachman and Palmer (1996: 21) use the term construct validity for what Brown and Abeywickrama (2010) divide up into several subcategories of validity. Following Bachman and Palmer (1996: 21) “construct validity pertains to the meaningfulness and appropriateness of the *interpretations* that we make on the basis of test scores” [original emphasis]. Hence, a valid test measures what it intends to measure, and evidence can be provided that the “test score reflects the area(s) of language ability we want to measure” (Bachman & Palmer 1996: 21). They further mention that “[c]onstruct validation is the on-going process of demonstrating that a particular interpretation of test scores is justified” and those interpretations can never be seen as completely valid (Bachman & Palmer 1996: 22).

Construct validity and reliability are two essential conditions for a useful language test, which both need to be present, but one does not warrant or cause the other (Bachman & Palmer 1996: 23). A multiple-choice test designed to place students in the appropriate group at university can be highly reliable, but if it only tests grammar, construct validity suffers because there is more to academic language than correct grammar (Bachman & Palmer 1996: 23).

Another factor that defines the validity of an assessment tool is the impact it has, also called consequential validity. It “encompasses all the consequences of a test, including such considerations as its accuracy in measuring intended criteria, its effect on the preparation of test-takers, and the (intended and unintended) social consequences of a test’s interpretation and use” (Brown & Abeywickrama 2010: 34). This is what Bachman and Palmer (1996) call impact, which is treated further in Section 2.1.4.

What students think about an assessment tool is called face validity; thus, a test with face validity is seen as “fair, relevant, and useful for improving learning” (Gronlund 1998: 210, cited in Brown & Abeywickrama 2010: 35).

Lastly, Hughes (2003: 32-33) mentions that scoring needs to be valid as well. Hence, thorough considerations about what counts as an error need to be made beforehand. A reading test with short answers where grammar and spelling are scored, is not valid, neither is a writing test, where the main focus lies on grammar and spelling as the construct of writing is wider (Hughes 2003: 33).

2.1.4. Impact and Washback

Bachman and Palmer’s (1996: 29-30) next language test quality is impact, of which washback is one subcategory. Content-wise it overlaps with Brown and Abeywickrama’s (2010) concept of consequential validity. Impact describes the consequences a test has on the micro level, thus, on individuals, and on the macro level including the “educational system and society” (Bachman & Palmer 1996: 29-30). This includes, for instance, decisions made on the basis of the results of the administered test, be it for an individual person or the whole school system (Bachman & Palmer 1996: 30). Impact especially describes “consequences beyond just the classroom” (Taylor 2005: 154).

Washback is one “aspect of impact” and focuses on processes which “take place in and are implemented by individuals, as well as educational and societal systems” (Bachman & Palmer 1996: 30). According to Brown and Abeywickrama (2010: 37-39) washback is the impact or effect of a test on subsequent teaching and learning; in the best case, washback is positive and enhances language learning and shows teachers what they need to revise; however, a test can also have a negative washback effect, resulting in demotivation or greater test anxiety (Brown & Abeywickrama 2010: 37-39).

2.1.5. Authenticity

Authenticity refers to the degree of real-world relatedness and the probability of the task occurring in the real world (Brown & Abeywickrama 2010: 36). Moreover, an authentic task features natural language, a realistic context is given, and the topics are relevant for the students (Brown & Abeywickrama 2010: 37). According to Bachman and Palmer (1996: 23) the authenticity of a test is “the correspondence between the characteristics of TLU tasks and those of the test task”. A TLU task, or target-language-use task, is defined as a task that “the test taker is likely to encounter outside of the test itself and that require language use” (Bachman & Palmer 1996: 59). Authenticity can also affect the test takers’ performance as

they feel the test tasks to be relevant and this real-world relevance can support test takers to perform well (Bachman & Palmer 1996: 24).

2.1.6. Interactiveness

Lastly, Bachman and Palmer (1996: 25-26) describe the principle of interactiveness, which is not mentioned by Brown and Abeywickrama (2010). Interactiveness can be defined as “the extent and type of involvement of the test taker’s individual characteristics in accomplishing a test task” (Bachman & Palmer 1996: 25). These characteristics include, for instance, the person’s “language ability”, “topical knowledge” and “affective schemata” (Bachman & Palmer 1996: 25). “Affective schemata” is defined as the affective or emotional conscious or unconscious response to certain task types and topics and, thus, can influence if and how the test taker tries to work on the task (Bachman & Palmer 1996: 66). Emotionally-loaded topics, for example, can have a significant impact on the performance in a positive or a negative way (Bachman & Palmer 1996: 66). For a language test to be interactive, it needs to address and interact with the test taker’s “language knowledge and [...] strategic competence”; only then are inferences about the person’s language ability valid (Bachman & Palmer 1996: 26). Hence, interactiveness is a crucial quality of language tests as it draws a link to construct validity (Bachman & Palmer 1996: 26).

Authenticity and interactiveness are similar to some extent as both are only relative qualities and not absolute (Bachman & Palmer 1996: 28). Moreover, both qualities can only be defined in a specific context and not in general; a test can show relative high authenticity and interactiveness with a certain group of test takers and low with others (Bachman & Palmer 1996: 29). Estimating the authenticity and interactiveness of a test task is nearly impossible as the responses of the test takers might differ highly, and it might not be possible to anticipate their reaction (Bachman & Palmer 1996: 29). Lastly, all the qualities need to be balanced; thus, often only a minimum level of authenticity and interactiveness can be reached; however, tests can also fulfill their purpose satisfactorily without being authentic or interactive at all (Bachman & Palmer 1996: 29).

The discussed qualities of test usefulness or principles of language tests can only be evaluated together and not “independently of each other” (Bachman & Palmer 1996: 38). Further, their “relative importance” and “the appropriate balance” can vary between different testing situations, so that it cannot be defined which one is more important than another one without having an exact context (Bachman & Palmer 1996: 38). However, Bachman and Palmer

(1996: 38) emphasize the necessity to bear all of them in mind and “not to ignore one quality at the expense of others”.

2.2. The differences between formative and summative assessment

In order to fully understand the concept of self-assessment, the difference between formative and summative assessment has to be defined. Both forms are essential for teaching and “must work together in a highly coordinated effort” (Afflerbach 2016: 415).

2.2.1. Formative assessment

Most of the performed assessment can be identified as formative (Brown & Abeywickrama 2010: 7). Formative assessment means “evaluating students in the process of ‘forming’ their competencies and skills with the goal of helping them to continue that growth process” (Brown & Abeywickrama 2010: 7). Heritage (2010: 9) compares several definitions by different important scholars (Bell & Cowie 2001, Black et al. 2003, Bloom 1969, Popham 2008, Shepard et al. 2005) and summarizes them as follows:

The function of formative assessment as a means to improve learning through instruction clearly comes through, as does the idea that not only teachers but also students are active users of formative assessment. In sum, formative assessment is a process that takes place continuously during the course of teaching and learning to provide teachers and students with feedback to close the gap between current learning and desired goal.

Further, Heritage (2010: 7) argues that even the etymology of the word *assessment* suggests that it is done together with the students, as it derives from the Latin word *assidere*, which means *to sit with*. Considering the origin of the word itself, formative assessment can be seen as the original or natural form of assessment.

According to Brown and Abeywickrama (2010: 7), practically all types of informal feedback, like indicating an error, suggesting further steps or commenting on some performance with the purpose and intention to “improve the learner’s language ability” count as formative assessment.

Turner (2012: 67) refers to Scriven (1967) who over 50 years ago “coined the term formative evaluation in education meaning that assessment could be used to form acquisition of learning through ongoing assessment procedures to support learning”. With this definition, the author also lays the focus on the continuous and learning-facilitating nature of formative assessment (Turner 2012: 67).

Alongside the numerous positive features of formative assessment to enhance learning, which are also mentioned in the *Common European Framework of Reference (CEFR)*, the authors of this document also emphasize the potential pitfalls of extensive feedback:

Feedback only works if the recipient is in a position (a) to *notice*, i.e. is attentive, motivated and familiar with the form in which the information is coming, (b) to *receive*, i.e. is not swamped with information, has a way of recording, organising and personalising it; (c) to *interpret*, i.e. has sufficient pre-knowledge and awareness to understand the point at issue, and not to take counterproductive action and (d) to *integrate* the information, i.e. has the time, orientation and relevant resources to reflect on, integrate and so remember the new information (Council of Europe 2001: 186).

Therefore, students need to be trained in handling feedback successfully and effectively, which includes “monitoring [their] own learning” and “implies self-direction” (Council of Europe 2001: 186), which are two important aspects of self-assessment. Thus, including self-assessment in one’s teaching does not only train self-assessment itself but also helps with other essential, regular processes in teaching and learning.

Formative assessment does not only aim at closing the “gap between current learning and desired goals”, it also supports students’ improvement by continuously providing feedback and encouragement to self-assess their progress (Heritage 2010:19).

2.2.2. Summative assessment

Summative assessment, in contrast, sums up the student’s performance in the form of a grade or score often with little information on what went wrong or well or how to improve. Following Brown and Abeywickrama (2010: 7), “[summative assessment] aims to measure, or summarize, what a student has grasped and typically occurs at the end of a course or unit of instruction”. Practical examples of summative assessment would be final exams or proficiency tests that usually evaluate or contribute to “decision making” (Brown & Abeywickrama 2010: 7).

According to Stern (2010: 32) summative assessment is used for the purpose of making selective decisions, for example, to determine if students are allowed to attend the next higher grade. When taking a test with summative evaluation, students try to avoid making mistakes and want to show their best performance; in contrast, formative assessment provides a safe space to make mistakes, receiving feedback and learning from them, without having to fear negative consequences (Stern 2010: 33).

The CEFR offers “Common Reference Levels” (Council of Europe 2001: 24, 26-29) describing what speakers should be able to perform at different language levels from A1 to C2 which seem to have particular relevance for summative assessment (Council of Europe 2001: 186). However, when reading the relevant descriptors for a certain level, students know what they need to learn to reach the language level that is required in the school year. Thus, assessing students according to the descriptors given in the CEFR results in a summative

grade or level of language proficiency, but when reading the descriptors this can be turned into formative assessment as the students learn exactly what they are supposed to know and can find out what they need to improve.

Therefore, it is necessary to include both forms of assessment in teaching and also to make students aware of the differences of the two forms, so that they know if and how they are being assessed.

2.3. A definition of self-assessment

Defining self-assessment might seem easy; however, different scholars have slightly different angles on what self-assessment is exactly. Boud (1991: 5, cited in Boud 2003: 12) states that “the defining characteristic of self assessment [is] the involvement of students in identifying standards and/or criteria to apply to their work and making judgements about the extent to which they have met these criteria and standards”. Thus, Boud’s definition includes the students’ contribution to the process of finding criteria against which they assess their work.

In contrast, Andrade and Valtcheva (2009: 13) describe self-assessment as “a process of formative assessment during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly”. The focus definitely lies on the formative nature of self-assessment, as it “is done on drafts of works in progress in order to inform revision and improvement” and is, thus, not a question of students assigning themselves grades (Andrade & Valtcheva 2009: 13). The scholars contrast self-assessment with self-evaluation, which, in their opinion, “refers to approaches that involve students in grading their own work” (Andrade & Valtcheva 2009: 13). Here, a clear distinction is drawn between students reflecting on their own work and grading it. This juxtaposition is not made by other authors, like Boud (2003: 12), who identifies the second part of his definition, which focuses on the extent to which the students’ performance meets the criteria that was defined before as “self grading or self testing”. Following Boud (2003: 12) this summative form is only “a limited aspect of self assessment”, which might be useful to get involved with self-assessment but neglects the much more important formative part of “identifying and engaging with criteria”. His definite focus lies on the integration of students in the process of defining and “determining what is good work in any given situation” (Boud 2003: 12). Moreover, he mentions that “the term ‘self evaluation’ is commonly used in the literature” and can, against the opinion of Andrade and Valtcheva, be used interchangeably with the term self-assessment (Boud 2003: 13).

Butler and Lee (2010: 6-8) identify two purposes or manners of using student self-assessment in an educational context, while applying the same term; firstly, “self-assessment

as a measurement tool in language education”, and secondly, “self-assessment as a means of advancing learning in language education”. While the first category covers the “measurement aspect of self-assessment” (Butler & Lee 2012: 6), the latter discusses the “learning or instructional aspects of self-assessment” (Butler & Lee 2012: 8).

Sacher (2001: 177) takes a different point of view and understands self-assessment as students reflecting on learning processes, performance and achievement in general, not especially on their own work. He further explains that based on his definition, peer-assessment, or students assessing other students, and the evaluation of teacher performance, are forms of self-assessment (Sacher 2001: 177).

Black and William (1998: 143) claim that self-assessment has been regularly used in order to enhance formative assessment with great success. Moreover, they explain that the “link of formative assessment to self-assessment is not an accident; indeed, it is inevitable” (Black & William 1998: 143). Students can only evaluate their own performance and knowledge if they are aware of their learning goals, which is rarely the case, as numerous pupils “have become accustomed to receiving classroom teaching as an arbitrary sequence of exercises with no overarching rationale” (Black & William 1998: 143). Hence, Black and William (1998: 143) see self-assessment as “an essential component of formative assessment”, because “if formative assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve” their set goals.

To sum up, self-assessment is by nature a formative assessment process, as it aims at enhancing and supporting the students’ language learning process, which should also be reflected in existing self-assessment tasks (SATs).

For the purpose of this paper, the terms self-assessment and self-evaluation are used synonymously, as Boud (2003: 13) suggests. Moreover, self-grading represents the summative aspect of self-assessment and is, thus, treated as one type of self-assessment. However, for a SAT to be useful, it should always involve students in defining the criteria and provide some formative feedback, as Boud (2003) and Black and William (1998) emphasize. Students assessing their peers’ or teachers’ performances is an important part of teaching and learning but will not be part of the applied construct of self-assessment.

3. Theoretical Justifications for Self-Assessment

In the following chapter, reasons and theoretical justifications for the use and implementation of self-assessment are examined. In Section 3.1., aspects of including self-assessment in formal assessment are elaborated on and the in 2.1. given assessment principles are applied to self-assessment. Subsequently in 3.2., important learning theories are put in relation to self-assessment. Lastly, Section 3.3. summarizes other benefits of implementing self-assessment in teaching

3.1. Self-assessment in formal assessment

Formal assessment can be defined as a tool to generate systematic and planned feedback on how well students are doing, which means that all tests or other planned exams fall in the category of formal assessment (Brown & Abeywickrama 2010: 7). In contrast, informal assessment happens all the time during teaching, mostly unplanned and spontaneous, like short comments and responses to students' utterances (Brown & Abeywickrama 2010: 6).

Boud (2003: 168) finds two main arguments for incorporating self-grading in the formal marking process. The first is that students take tasks that contribute to their final grade more seriously than tasks that should only enhance learning; thus, self-assessment is often only done adequately when students know that it makes up a part of their final grade (Boud 2003: 168). Moreover, "self assessment never exists in a vacuum, it always occurs in a context", which means that through self-assessment students can practice the application of the often unclear assessment criteria, which is also important for their future lives as they will face situations where they are judged against criteria that they only partially know (Boud 2003: 168). The second argument for involving students in the formal assessment process is that it saves precious teacher time, which can then be invested in the preparation of more learning enhancing activities than putting a letter grade under a test or piece of homework (Boud 2003: 168).

Additionally, well-implemented self-assessment can also meet the assessment principles mentioned in 2.1. Regarding the principle of practicality, self-assessment scores through offering the possibility for all performances to be assessed at the same time (Sadler & Good 2006: 2). Once implemented and accepted by students, self-assessment can save teacher time by providing a key once and handing it to all students.

Black and Wiliam (1998: 143) argue that "[p]upils are generally honest and reliable in assessing both themselves and one another; they can even be too hard on themselves". Reliability in terms of self-assessment is often reduced to inter-rater reliability and, thus, is

defined as the degree of agreement between students' and teachers' grading and is usually called "accuracy" (Lew, Alwis & Schmidt 2010: 142). Several studies show that with some training, students' self-assigned marks and teachers' marks correlate highly (Edwards 2007; Leach 2010; Sadler & Good 2006). Other studies show that students themselves are also consistent in their own assessment "over a range of skills and tasks"; thus, intra-rater reliability is also ensured (Fitzgerald, Gruppen & White 2000, cited in Ross 2006: 3). When studies show that teachers are unreliable or biased raters, the proposed solution is rater training, which should also be applied to student raters (Boud 2003: 169). If it is feared that students are not reliable enough to grade their work themselves, Boud (2003: 170) suggests the following measures "for improving marker reliability":

- establishing explicit criteria for satisfactory and unsatisfactory performance;
- using scales in which the categories are unambiguously defined;
- not using scales which are more sensitive than the fineness of discrimination allows;
- training markers through practicing the application of accepted criteria to typical examples of work to be marked and the resolution of differences through discussion between markers to reach consensus on the interpretation of the criteria.

Oscarson (2009: 87-88) suggests that students can perform accurate self-evaluation mainly depending on the students' proficiency level; high achieving students with a high proficiency in the assessed skill are more likely to be reliable raters and even tend to underestimate themselves. Lew, Alwis and Schmidt (2010: 142) also found that low-achieving students' assessment correlates less with their tutor's assessment than of high-achieving ones.

Moreover, practice in self-assessment helps students to become more accurate (Oscarson 2009: 89). Reliability is also dependent on the specific task, as "[h]igher correlations were obtained using can-do statements and in on-task contexts compared to more global self-assessments of language skills, in off-task situations" (Oscarson 2009: 88).

As heard before, validity, especially content, criterion-related and construct validity, are always dependent on the actual test; nonetheless, consequential validity is definitely given when looking at self-assessment, as students improve their learning by assessing themselves (McDonald & Boud 2003: 217; Sharma et al. 2016: 227; Strong, David and Hawks 2010: 55). Moreover, once they have internalized the assessment criteria, they are more likely to know what is expected of them. Face validity will depend on the actual students and their attitude towards self-assessment tasks but might be relatively high if the students realize the relevance.

Authenticity is another assessment principle that is met by self-assessment because the skill to reflect on and evaluate their own work and improve it accordingly will be needed by students in the real world, especially by employers.

Self-assessment can have a great washback effect as students know what they need to focus on more explicitly and, if the teacher has a look at the self-assessment results, they can also adapt their future teaching to reduce unclarity.

Lastly, the quality of interactiveness is certainly given, as an effective self-assessment task involves the student's knowledge, abilities and personality.

Brown and Abeywickrama (2010: 153) supply a table consisting of several alternatives in assessment and their "fulfillment of the major assessment principles". Self- and peer-assessment are combined and are evaluated to show moderate practicality and face validity, low reliability but high content validity, washback and authenticity (Brown & Abeywickrama 2010: 153). As already mentioned, reliability might be an issue, especially when self-assessment is newly introduced; however, it can be trained, and students' reliability can be improved. Practicality was rated higher than reliability by Brown & Abeywickrama (2010: 153) which might be due to the administration process which allows the assessment of numerous students at the same time (Sadler & Good 2006: 2).

3.2. Learning theories supporting self-assessment

The concept of self-assessment is often considered as an alternative to the conventional way of assessing students' work, that is the teacher collecting a piece of work, correcting it and putting a score or grade below it. However, for some teachers, or maybe also parents, the idea of students' assessing themselves might seem irresponsible as the students are in the process of learning and might not "be capable of rendering an accurate assessment of their own performance" (Brown & Abeywickrama 2010: 144). Nevertheless, theory reinforces the necessity of self-assessment, as it perfectly ties in with several principles of second language acquisition, namely autonomy, intrinsic motivation (Brown & Abeywickrama 2010: 144) and metacognition (Boud 2003: 14; McMillan & Hearn 2008: 43; Sacher 2001: 173-174).

Autonomy includes the "ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit" (Brown & Abeywickrama 2010: 145). Boud (2003: 27) refers to the connection between self-assessment and "autonomy and self-direction", meaning that "students tak[e] greater responsibility for their own learning". "Students [need to] learn to become independent of their teachers and [...] should be placed in circumstances in which they are expected to make decisions about what and how they learn",

which is realized by implementing student self-assessment (Boud 2003: 27). Similarly, Little (2005: 322) mentions that “in learner-centred pedagogies calculated to promote the development of learner autonomy, self-assessment plays a central role in shaping and directing the reflective processes on which such development depends”. Hence, learner-centred teaching, which should be common practice nowadays, and is defined as “a collaborative effort between teachers and learners” (Nunan 1988: 2, cited by Little 2005: 321) enforces student autonomy by incorporating students in the “process of evaluating curriculum outcomes, including their learning achievement” (Little 2005: 322). A learner-centred teaching approach also involves self-regulated learning, which “emphasizes autonomy and control by the individual who monitors, directs and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement” (Paris & Paris 2001: 89), which are great parts of self-assessment practice and therefore, makes it a requirement of modern teaching.

According to Brown and Abeywickrama (2010: 145), “developing intrinsic motivation that comes from a self-propelled desire to excel is at the top of the list of successful acquisition of any set of skills”, and can be achieved by applying self-assessment effectively. As students receive some “control over their own actions” (Paris & Paris 2001, cited in Butler & Lee 2010: 8) and become “aware [...] that their opinions are being taken into account [...] their morale, involvement and, thus, motivation” can be enhanced (Boud 2003: 17). Rolheiser and Ross (2001: 13) argue that “[s]tudents who are taught self-evaluation skills are more likely to persist on difficult tasks, [are] more confident about their ability, and take greater responsibility for their work”. Hence, self-assessment can be used “as a tool for motivation and awareness raising” by “helping learners to appreciate their strengths, recognize their weaknesses and orient their learning more effectively” (Council of Europe 2001: 192).

Another crucial factor which helps tremendously with language learning is students’ “capability of monitoring what they do and modifying their learning strategies appropriately”, which is part of “metacognition” (Boud 2003: 14). Sacher (2001: 173-174) defines metacognition as the formation of knowledge about one’s own cognition and learning processes, which is enforced by self-evaluation. Metacognition “includes conscious control of specific cognitive skills such as checking understanding, predicting outcomes, planning activities, managing time, and switching to different learning activities” (McMillan & Hearn 2008: 43). Those skills can be taught to students through self-assessment.

Hence, when successfully implemented, self-assessment is in line with crucial learning theories and facilitates skill development.

3.3. Further beneficial factors of self-assessment

Self-assessment is not only supported by certain learning theories, scholars also report various benefits and positive effects of self-assessment on teachers and students.

Sacher (2001: 173-175), for instance, lists numerous benefits of student self-assessment, like an increase in the transparency of assessment criteria and, thus, a reduction in test anxiety (Sacher 2001: 173) and a better understanding by the students of what they are required to know. Moreover, self-assessment allows faster feedback on even small steps of improvement, which might go unnoticed by the teacher (Sacher 2001: 173).

Similarly, Edwards (2007: 75) observes that “self-grading alleviates student anxiety and, subsequently, eases student-teacher conflict by demystifying the grading process and making students feel that they have control over their evaluation”. The researcher teaches students in statistics at the University of Alaska, where they self-grade all their homework and exams by receiving the key afterwards (Edwards 2007: 73). The students profit from the keys, as they serve as documents for studying (Edwards 2007: 73). Furthermore, the teachers’ time is used more efficiently, as they can save time on correcting and give extensive formative feedback instead (Edwards 2007: 73). Another benefit of students’ correcting their own performance is that there is no time gap between doing the homework or writing the test and receiving feedback on it, which makes it possible to reconstruct their thoughts when writing the homework or exam (Edwards 2007: 73). Students report that they learn more from self-assessment because they really look at what they did in contrast to when the teacher corrects the exam and students only look at the grade (Edwards 2007: 74). Moreover, they feel more relaxed as they do not have to wait one week or even longer for their grade (Edwards 2007: 74).

Analogously, Sadler and Good list the above-mentioned advantages and categorize them in four groups, namely “logistical”, “pedagogical”, “metacognitive” and “affective”, meaning that self-assessment saves time by letting all students assess their performance at the same time, deepens knowledge of the topic, raises awareness of their strengths and weaknesses and assigns responsibility for their own learning to the students (2006: 2-3).

Strong, David and Hawks (2010: 55) conducted a study over two semesters in their “History of Creativity in the Arts, Science, and Technology” class with 240 students and found that more than 50 per cent of the participating students felt to have “a better understanding of the material”, perceived the lessons as more enjoyable and also tried new learning strategies, when self-grading was implemented.

Taras surveys common “models of self-assessment in higher education [...] in the Anglophone research world” and mentions that involving students in the process of reflecting on and assessing their own work “recognizes the equal responsibility of the participants” (Taras 2010: 201) and, hence, prepares them for “their role in a democratic inclusive society” (Dearing 1997, cited in Taras 2008: 84). According to Boud (2003: 44), “self assessment contributes to changing power relationships, but only if it is used with a shift of control as, for example, can come about when it is used as part of assessment which counts for formal grading purposes”. Hence, “the formal use of self assessment” can have a symbolic meaning for students (Boud 2003: 44). Butler and Lee (2010: 9-10) also support this view by describing the capability of self-assessment to “change the power relationship” by enforcing a shift from an “exam culture” to a “learning culture”, where the learner’s progress is in focus.

Sharma et al. (2016) compared the outcome of two consecutive non-identical, but parallel theory tests with a process of self-assessing the first. Both tests were also marked by teachers for comparison, resulting in a “significant improvement in the academic performance of students [...] as 74 % of the students showed improvement in marks” (Sharma et al. 2016: 227). Likewise, Butler and Lee (2010: 27) found “marginal positive effects of self-assessment on the students’ English performance and their confidence”. McDonald and Boud (2003) conducted a similar study with two groups of final year high school students in Barbados, of which one received training in self-assessment. They also found that “self-assessment training had a significant impact on [the] performance of those who had been exposed to it [as they] outperformed their peers” (McDonald & Boud 2003: 217).

In conclusion, a well-designed and administered self-assessment task can be used for formal assessment as it potentially meets the required qualities of language tests. Moreover, successful implementation of self-assessment does not only meet certain learning theories, like enhancing autonomy, intrinsic motivation and metacognition, it entails many more advantages, like power shifts, an increase of transparency, a decrease of anxieties, better performance, more efficient use of teacher time, only a short time gap between performing and receiving feedback and learning through engaging the performance.

4. Self-assessment in official documents

The *Common European Framework of Reference for Languages* (CEFR) is an extensive document published by the Council of Europe that aims at helping all people involved in language learning to reflect on the process of language learning and to “tell each other and their clientele what they wish to help learners to achieve, and how they attempt to do so” (Council of Europe 2001: xi). One subject of the CEFR is the assessment grids, which attempt to define what a learner needs to know for each skill to reach a certain language level via “can-do statements”. The skills themselves are again subdivided into several subskills; speaking, for example, into range, accuracy, fluency, interaction and coherence (Council of Europe 2001: 28-29). Here, it says that to be at A1 (the lowest) level of coherence in speaking, learners “[c]an link words or groups of words with very basic linear connectors like ‘and’ or ‘then’” (Council of Europe 2001: 29). These descriptors can easily be translated into “I-can-do statements”, which are also included in the CEFR, and can serve the purpose of self-assessment (Council of Europe 2001: 26-27, 231-237). As the national curriculum gives which level should be obtained in a certain grade, teachers and, in the case of self-assessment, also students can use those descriptors to see what is already achieved and what needs to be improved; “[p]rovided the descriptors are *positive, independent statements*, they can be included in checklists for self- and teacher-assessment” [original emphasis] (Council of Europe 2001: 181). When talking about different types of assessment, the difference between “assessment by others” and “self-assessment” is also explained (Council of Europe 2001: 191). Self-assessment is seen as “an effective complement to tests and teacher assessment” and “a tool for motivation and awareness raising” (Council of Europe 2001: 191-192). Furthermore, it is stated that “structured self-assessment can achieve correlations to teachers’ assessments and test equal to the correlation (level of concurrent validation) commonly reported between teachers themselves” (Council of Europe 2001: 191). It is also suggested that accuracy is increased through training when standards are clearly defined and “when assessment is related to a specific experience” (Council of Europe 2001: 191).

As the CEFR forms the basis for national curricula for second languages in lower and upper secondary schools, self-assessment also ought to be mentioned there in some form. When examining the Austrian curriculum for English (BMBF 2000a), a direct reference to self-assessment cannot be found. Nonetheless, it is connected to other topics mentioned. First of all, the curriculum for lower secondary says that students should be prepared for lifelong autonomous learning and for this reason, learning strategies should be taught (BMBF 2000a: 1). For autonomous learning, self-assessment is essential for students to set realistic goals and

find out what to do to achieve them. Moreover, learning strategies can be taught by the teacher, but the students need to decide which ones are relevant for them, a process for which they again need the skill to reflect on their preferences. Furthermore, individual learning progress, skills and effort need to be taken into account (BMBF 2000a: 2), which can be facilitated through letting students assess their progress themselves to receive a holistic picture.

The curriculum for upper secondary school, in contrast, explicitly refers to the need for providing opportunities for self-evaluation in the context of preparing students for lifelong autonomous learning: “Möglichkeiten zur Selbstevaluation sind dabei besonders zu berücksichtigen” [possibilities for self-evaluation need to be especially considered] (BMBF 2000b: 1).

Both curricula emphasize that all skills and subskills should be trained equally intensively, which would imply that also self-assessment should be taught equally for all those skills. However, Ross (1998, cited in Butler & Lee 2010: 7) “found that self-assessing one’s receptive skills, such as listening and reading, has been found to be more accurate than for productive skills such as speaking and writing”.

Looking at the LBVO (Leistungsbeurteilungsverordnung) (BMDW: 2019) [performance evaluation enactment], which is the legal document treating the assessment of students, the concept of self-assessment cannot be found anywhere

Another important document is the *European Language Portfolio* (ELP) (Abuja et al. 2004), which translates the above-mentioned requirements of the CEFR into a portfolio for students where they can self-assess their progress. The ELP exists for different age groups and consists of a handbook for teachers, a language passport and the portfolio itself for the pupils (Abuja et al. 2004). The portfolio again covers several sections; the first deals with the pupils’ language learning experience, where they reflect on which languages they had contact with and what they already know about them (Abuja et al. 2004: 13-20). The second section includes tips for effective learning with some space for individual reflection at the end (Abuja et al. 2004: 23-26). Then there is a section which includes questions on the pupils’ actual language use, where they can write down and tick off what they do often in which language (Abuja et al. 2004: 29-31). The next part is called the language checklists, where all the can-do statements for all the language skills are given and the pupils can tick their level of proficiency (Abuja et al. 2004: 35-55). The final section discusses intercultural experiences, where the pupils again have the chance to reflect on their experiences (Abuja et al. 2004: 59-67). At the back of the portfolio is the dossier for a collection of pupil’s works which

represents their language learning progress (Abuja et al. 2004: 73-77). The language passport includes all the can-do statements with which the pupils can assess and classify their language proficiency for all their languages (Abuja et al. 2004).

To sum up, although the CEFR, as the official basis for national language curricula requires the administration of self-assessment, only the curriculum for upper secondary explicitly states it. However, the enhancement of autonomy for lifelong learning is part of every curriculum, which is one major goal of self-assessment, which could be implemented by using the *European Language Portfolio*, for instance.

5. Types of Self-Assessment and tools for its administration

Brown and Abeywickrama (2010: 144-151) differentiate between five types of self-assessment: “direct assessment of performance”, “indirect assessment of general competence”, “metacognitive assessment”, “assessment of socioaffective factors” and “student self-generated tests”. The implementation of those categories can happen through different tools, like portfolio tasks, journal entries, conferences, etc. To gather the required information, different formats can be used, for example multiple choice questions, questionnaires or short response questions, etc.

5.1. Types

5.1.1. Direct assessment of performance

Direct assessment of performance is when students actually assess their own work, be it some text, oral performance or a comprehension task (Brown & Abeywickrama 2010: 145). Boud (2003: 12) sees this type of self-assessment as one “limited aspect of self-assessment” and calls it “self grading or self testing”. The time between the delivery and the evaluation of a performance should be short, for instance, directly after giving a presentation; hence, the student must be aware of the criteria against which they can gauge their output (Brown & Abeywickrama 2010: 145). The authors suggest a journal as an appropriate tool for direct assessment (Brown & Abeywickrama 2010: 145). Moreover, students directly assess their performance when they complete a quiz which they can correct themselves, either because they receive the solutions beforehand, or because the quiz is online and is corrected by the computer; however, the students themselves score the result and, thus, can grade themselves (Brown & Abeywickrama 2010: 146). This procedure does not allow for a great washback effect, as the feedback is restricted and in this case is more summative than formative. The

teacher or computer presents the correct answers and students simply count their points; of course, this is self-assessment, but with little long-ranging impact, as the students potentially do not reflect on what exactly went wrong and the reasons for that. Other exercises, like students engaging with bilingual or foreign language texts, media, movies or news and afterwards checking and reflecting their comprehension, for example, by using subtitles or talking to peers about it, are mentioned as hand-on examples for direct assessment (Gardner 1996, cited in Brown & Abeywickrama 2010: 146).

5.1.2. Indirect assessment of general competence

Indirect assessment of general competence complements the above-mentioned type of assessment as the focus lies on the students' abilities in general and disregards potential errors and mistakes happening within a specific performance (Brown & Abeywickrama 2010: 146). This kind of assessment can be useful after a lesson, a chapter or unit or a whole term (Brown & Abeywickrama 2010: 146). Moreover, assessing general competence could be a valuable tool as a diagnostic test at the beginning of a term or school year to identify students' weaknesses and, thus, learning goals for the upcoming course.

Brown and Abeywickrama (2010: 146) suggest that indirect assessment is especially helpful for learning processes or student activities which cannot be directly observed by the teacher, for instance, participation during group work phases, attention to the lecture or thinking processes while reading, which are easily self-assessed through a questionnaire with a simple rating scale, like assigning points from one to five, or choosing between three options as can be seen in the following example.

The following questionnaire (fig. 3.) is one example of or model for self-assessment that deserves some attention for several reasons. It is simple to understand as it is self-explanatory and, thus, students probably do not need prolonged instructions, especially if they are used to self-assessment, so it does not take up much of the already limited class time. Furthermore, this questionnaire gives students the chance to not only choose between the three options to rate themselves, but they can also leave comments, if they feel the need to add something. The most important benefit of this questionnaire is, however, that it predominantly asks about processes and actions the teacher can hardly observe or not at all, like questions on individual behavior during group or pair work. Moreover, the focus shifts away from an exclusive teacher-student interaction and includes questions about peer interaction, like "I ask my classmates questions" (Phillips 2000, cited in Brown & Abeywickrama 2010: 147).

Teachers will probably rarely notice this kind of interaction; nevertheless, it shows active participation in class and, hence, should be taken into consideration when grading class participation.

CLASS PARTICIPATION			
Please fill out this questionnaire by checking the appropriate box:			
Yes, Definitely	Sometimes	Not Yet	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. I attend class.	Y S N	5. I participate in pair work.	Y S N
I come to class.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I offer my opinion.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I come to class on time.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I cooperate with my partner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments: _____		I use appropriate classroom language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. I usually ask questions in class.		Comments: _____	
I ask the teacher questions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	6. I participate in whole-class discussions.	
I ask my classmates questions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I make comments.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments: _____		I ask questions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. I usually answer questions in class.		I answer questions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I answer questions that the teacher asks.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I respond to things someone else says.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I answer questions that my classmates ask.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I clarify things someone else says.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments: _____		I use the new vocabulary.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. I participate in group work.		Comments: _____	
I take equal turns in all three roles (C, W, and R).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7. I listen actively in class.	
I offer my opinion.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I listen actively to the teacher.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I cooperate with my group members.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I listen actively to my classmates.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I use appropriate classroom language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Comments: _____	
Comments: _____		8. I complete the peer reviews.	
		I complete all of the peer-reviews.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		I respond to every question.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		I give specific examples.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		I offer suggestions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		I use appropriate classroom language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		Comments: _____	

Figure 2. Self-assessment of class participation (Phillips 2000, cited in Brown & Abeywickrama 2010: 147)

Brown and Abeywickrama (2010: 148) further emphasize other options for indirect self-assessment besides the format of a questionnaire, such as “journals, in which students engage in more open-ended assessment and/ or make their own comments on the result of completed checklists”. Hence, they suggest giving students the opportunity to reflect on the process and product of filling in a questionnaire, which again stimulates self-evaluation.

The self-assessment grids provided in the CEFR can be classified as indirect assessment of competences, as they describe in general what should be mastered at a certain language level.

Stern (2010: 57) proposes to use a questionnaire for “before-after comparison” to self-assess their study progress. He gives an example of a questionnaire with a list of topic-related terms, where pupils have to tick if they know “a lot” “something” or “nothing” about these terms before the topic is treated in class and afterwards to visualize their progress (Stern 2010: 57). These results can again be an important support for teachers to see what their students have really understood, and which concepts need to be revised. These questionnaires can also be a motivational factor for the students themselves to learn more about terms they know “nothing” about, which is similar to goal-setting.

The results of such a questionnaire can subsequently be taken as a foundation for grading class participation in order to complement the teachers’ own notes, or the self-assigned points are taken as the grade for class participation without taking other observations into account. The latter, on the one hand, ensures that students take the topic of self-assessment, and especially the questionnaire, seriously and allots them great responsibility. On the other hand, it ignores observations made at other points of time. Hence, a combination of student self-assessment, maybe peer-assessment and teachers’ notes might yield the most accurate grade.

5.1.3. Metacognitive assessment

While the first two types of self-assessment concentrate on past performances or already acquired knowledge, metacognitive assessment focuses on “setting goals and monitoring one’s progress. Personal goal-setting has the advantage of fostering intrinsic motivation and providing learners with that extra-special impetus from having set and accomplished one’s own goals” (Brown & Abeywickrama 2010: 148). This kind of self-assessment can be designed as an open task, like journal entries or “cooperative (oral) pair or group learning” or as a more restricted one, such as a list of goals to choose from or a questionnaire (Brown & Abeywickrama 2010: 148). The authors further talk about “end-of-chapter self-evaluation checklists” which can also serve the purpose of goal-setting, as students reflect on the knowledge and competences the chapter treats and can adjust their goals, if they conclude that they did not meet them satisfactorily (Brown & Abeywickrama 2010: 149). This revision of lesson content is highly beneficial for all parties, if the teacher is allowed access to the results, as they can adapt their upcoming teaching to the students’ needs and spend more time on topics most students struggled with or provide individual assistance (Brown & Abeywickrama 2010: 149).

Stern (2010: 56) suggests another approach to the idea of goal-setting. He proposes that the pupils receive a list of learning goals in a certain subject and prioritize them according to

their subjective importance from which they have to choose two main goals, which will be reflected on during the school year (Stern 2010: 56). In the manner of a diary, students are asked to keep notes on their progress towards achieving their goals which, according to Stern, should happen at least twice a year, and additionally students receive feedback from their teacher (Stern 2010: 56).

5.1.4. Assessment of socioaffective factors

In contrast to the first three types of self-assessment, assessing socioaffective factors shifts the focus away from past or future performance to the students themselves and “affective factors in learning” (Brown & Abeywickrama 2010: 149). This form of assessment “requires looking at oneself through a psychological lens” and seeks to identify and overcome distracting factors in learning (Brown & Abeywickrama 2010: 149). These include, for instance, anxieties, “mental or emotional obstacles”, preferences concerning guidelines and rules or motivation-reducing factors (Brown & Abeywickrama 2010: 149). Brown (2002: 2, 13, cited in Brown & Abeywickrama 2010: 149) developed statements for a questionnaire designed as a continuum with, for example, “I don’t mind if people laugh at me when I speak” at the one end and “I get embarrassed if people laugh at me when I speak” at the other end. Here, test-takers are asked to mark their personal preference between the two ends (Brown & Abeywickrama 2010: 149). Questionnaires structured like this have a huge potential for all kinds of learning-influencing factors. This tool could also be used to reflect on one’s learning styles or learning environment preferences, like “I like noises/music/people talking etc. around me while studying” versus “I need absolute silence when studying” or “The best time for me to study is early in the morning” versus “I prefer studying in the evening”. Brown (2002: 37, cited in Brown & Abeywickrama 2010: 150) suggests assessing multiple intelligences with a similarly structured questionnaire by giving points from one to four to certain statements, such as “I like making charts and diagrams”, “I like drama and role plays” or “I like group work and pair interaction”. This kind of questions may also help find ideal ways of learning and, thus, also teaching.

Furthermore, Brown (1999: 59, cited in Brown & Abeywickrama 2010: 150) includes a questionnaire to assess learning preferences with a system of giving either one or two checks or none at all, depending on the degree of helpfulness of the item.

Learning Preferences			
<p>Think about the work you did in this unit. Put a check next to the items that helped you learn the lessons. Put two checks next to the ones that helped a lot.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	Listening to the teacher	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Working by myself	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Working with a partner	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Working with a group	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Asking the teacher questions	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Listening to the tapes and doing exercises	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Reading	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Writing paragraphs	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Using the Internet	<input type="checkbox"/> <input type="checkbox"/>

Figure 3. Self-assessment of learning preferences (Brown 1999: 59, cited in Brown & Abeywickrama 2010: 150).

The results of this, or a similar, questionnaire can not only help the students themselves to choose their working environment, but also the teacher to plan future lessons based on the majority's actual needs. It also makes it easier for teachers to individualize sequences by, for example, forming groups of students that prefer working on their own and of others who are allowed to cooperate with a partner.

Similarly, Stern (2010: 57-58) includes the “Kraftfeldanalyse: Reflexion über Motivationsfaktoren” [force field analysis: reflection on motivational factors] as a helpful form of self-assessment, which assists students to find facilitative and inhibitory factors for studying. A questionnaire can be an effective tool to identify those factors, or if the teacher wants to receive more individual answers, it can also consist of open-ended questions.

5.1.5. Student self-generated tests

Another type of self-assessment that is often not considered as assessment at all would be self-generated tests (Brown & Abeywickrama 2010: 150). Including students in the process of designing a test shows a progressive view of assessment and would never be compatible with a traditional and conservative purpose of testing (Brown & Abeywickrama 2010: 150). However, “student-generated tests can be productive, intrinsically motivating, autonomy-building processes” (Brown & Abeywickrama 2010: 150).

Stern (2010: 58-59) proposes to include the formulation of “good” questions in the grading process and shows an example of a possible task where students are asked to create one why-question they can answer themselves, one they want to know more about and two to which the answer is one word. The output is a good starting point for further discussion in class and is a great tool to find out students' interests (Stern 2010: 59). Moreover, some student-generated questions can be included in an upcoming test or a crossword puzzle can be designed together (Stern 2010: 59).

Gorsuch (1998; cited in Brown & Abeywickrama 2010: 150) instructed students to generate a quiz on a reading passage on a regular basis and found that it was not only a “collaborative and fulfilling experience”, but that it was an effective reinforcement of the content. Although this procedure is rather unusual when it comes to testing, it meets all the primary purposes of testing, including review and integration of the content and the objectives, while creating intrinsic motivation by assigning responsibility and a voice to the students (Brown & Abeywickrama 2010: 151). Moreover, if students know the process of test design and have experienced it on their own, they will be more sensitive to the objectives of the class and, thus, they will know better what and how to study for other tests, which in further consequence possibly leads to better results.

5.2. Tools

Concerning the tools that can be used to administer self-assessment, the categorization into reviews, portfolios, conferences and journals reflect the most common ones. Questionnaires are also common tools for certain types of self-assessment, such as assessment of socioaffective factors or assessment of competences (see Figure 3); however, as it can be assumed that the structure of a questionnaire is generally known, they are not explained in detail.

5.2.1. Review

One tool for realizing the above-discussed types of self-assessment is mentioned by Stern (2010: 58) and is called “Wochenrückblick”, which would be “week in review” in English. He describes it as an open written reflection, best used at the end of a longer project or, as the name suggests, at the end of a week, including space for the set goals, the achieved goals, the next steps, what students need and wish for at that moment and what they liked best (Stern 2010: 58). Analogously, reviews of, for example a chapter, a unit, a certain topic or even only one lesson can be designed in various ways and are a revealing support for students and teachers alike. If time is short during the lessons, this kind of self-assessment can be easily done at home, for instance, in the form of exercises that cover the topics of the last chapter and are assessed by the students themselves. Online quizzes, for example, lend themselves perfectly for this purpose and might also increase motivation as they can be done on the computer.

5.2.2. Portfolios

Brown and Abeywickrama (2010: 132) list portfolios as an “alternative in assessment” and not explicitly as a type of self-assessment; however, they suggest incorporating self-assessment tasks that are “as clear and simple as possible”, like questionnaires, to ensure the “maximum benefit” for the student by combining it with teacher assessment. Such questionnaires within a portfolio can cover questions on past performances, future goals, general competences, socioaffective factors or issues and problems while completing a certain task. Self-generated tests might also be included; hence, the portfolio is a generally and widely usable task that is valuable for all kinds and ages of students.

Oscarson (2014: 720) emphasizes the self-assessing character of compiling a portfolio as “the collection of samples is based on systematic reviewing and assessment by the learner, resulting in a selection that he or she finds illustrative of successive phases of learning”.

Similarly, Paris and Paris (2001: 95) mention that

portfolios provide many opportunities for self-assessment through activities such as reviewing work samples, projects, and artifacts; understanding progress through record keeping; documenting interests and habits; identifying choices and preferences; conducting conferences with teachers; evaluating the processes of collaborative writing; and sharing personal responses to school work (Paris & Ayres 1994; Tierney, Carter & Desai 1991, cited in Paris & Paris, 2001: 95).

A list of potential materials for a portfolio is given by Brown and Abeywickrama (2010: 130):

- essays and compositions in draft and final form
- reports, projects, and presentation outlines
- poetry and creative prose
- artwork, photos, newspaper or magazine clippings
- audio and/or video recordings of presentations, demonstrations, etc.
- journals, diaries, and other personal reflections
- tests, test scores, and written homework exercises
- notes on lectures
- self- and peer-assessments – comments, evaluations, and checklists

All those possible contents of a portfolio involve or can be adapted to involve self-assessment.

For several drafts, some degree of self-assessment of the text is needed; choosing the best works needs self-assessment; keeping record of progress, performances or preferences and also reflections are types of self-assessment.

5.2.3. Journals

This form of self-assessment was already mentioned in Section 5.1. as keeping a journal can support different kinds of reflection work. Stern (2010: 55) suggests the integration of journals in every lesson by giving the students a few minutes to reflect on the progression and content of the lesson. Provided that students are honest, such written journals can be

beneficial for teachers as well, if they collect and read them (Stern 2010: 55). Important information on motivational factors, learning progress and success and suggestions for improvement can be elicited (Stern 2010: 55). Stern further emphasizes the advantage of not collecting the journal notes of the students, as in this case they also feel free to express frustration or dislike for the teacher or certain methods without being afraid of this honesty to have negative consequences (Stern 2010: 55).

Keeping a learning journal does not require special materials and, thus, is easy and quick in its realization. In order to achieve the greatest benefit of a journal, it is advisable not to collect every entry but on certain occasions to gain some insight into students' study progress.

5.2.4. Conferences

Conferences including teacher and student are categorized as "alternatives in assessment" by Brown and Abeywickrama (2010: 139-141), but they lend themselves greatly to self-assessment. They can be used for a variety of topics and, thus, it is a format how to conduct self-assessment rather than another kind of self-assessment. Conversations between teacher and student are nothing new; however, the focus is not on the teacher assessing what the student is saying, but rather on the teacher formulating the right questions to trigger reflection and evaluation of the student's own performance. Conferences are especially useful to talk about several drafts in a process approach to writing (Brown & Abeywickrama 2010: 139). Nevertheless, there are plenty of other options how to use and incorporate self-assessment in such talks. Apart from the huge amount of time that having conferences with every student costs, the greatest advantage over questionnaires, journals or other written forms of reflection is that the teacher can adjust the questions and input in order to elicit maximum student reflection. For this purpose, a trusting and open frame has to be created, as "students need to understand that the teacher is an ally who is encouraging self-reflection and improvement" (Brown & Abeywickrama 2010: 139). Moreover, it must be made clear that the conference is not graded "so that the student will be as candid as possible" (Brown & Abeywickrama 2010: 139).

Genesee and Upshur (1996: 110) list possible questions a teacher could use in a conference with a student to encourage them to reflect on the work done: "What did you like about this work?", "What do you think you did well?", "How does it show improvement?" "Did you have any difficulties with this piece of work?", to only name some of them.

A special form of conferences is the interview; however, this might not be suitable for an honest and candid reflection by students, as the speaking performance is usually graded,

which can lead to anxieties and, thus, intimidate students (Brown & Abeywickrama 2010: 140). This task is an opportunity to self-assess speaking skills afterwards and immediately receive feedback from the teacher, in order to adjust the perception of students' own performance.

To conclude, self-assessment can take on different forms, including direct assessment of performance, indirect assessment of general competence, metacognitive assessment, assessment of socioaffective factors and self-generated tests. Moreover, portfolios, journals, conferences and interviews or review sections can consist of different self-assessment and reflection tasks. Concerning the applied test formats, self-assessment tasks can feature selected, limited, as well as extended response, including e.g. multiple-choice items, short answer questions or extensive text production, like every other test (Brown & Abeywickrama 2010: 295-305). This is also true for the actual content; when direct assessment of performance or indirect assessment of general competence is required, every language skill and system can be tested. The content will differ when the focus lies on metacognition and socioaffective factors; however, the formats can also range from limited, to selected to extended response.

6. Implementation of Self-Assessment

The implementation of self-assessment practices can be seen as an ongoing process and can be divided up into general considerations before and while inviting the students to assess themselves and guidelines that are valid for the tasks themselves; Hence, this section deals with general and task-specific guidelines for writing, speaking, listening, reading, grammar and vocabulary.

6.1. General considerations when implementing self-assessment

When introducing self-assessment for the first time, certain guidelines should be followed to be successful as is the case with every other “innovation in teaching” (Boud 2003: 177). First, students need to be involved right from the beginning and they need to be given the chance to discuss this innovation and also influence the next steps (Boud 2003: 178). Teachers are asked to modify the way self-assessment is implemented according to the students' needs; however, they should avoid “being drawn into practices which they do not believe to be educationally sound” (Boud 2003: 178). When students' ideas are incorporated, they are more likely to be

engaged in the whole process of self-assessment (Boud 2003: 178). Here, “explicit communication” is important, as also the teachers need to formulate their expectations and criteria for judgement clearly (Boud 2003: 179). Moreover, teachers who want to implement self-assessment, should “understand and become committed to the values” of the whole idea as there will always be resistance which they need to counteract (Boud 2003: 180). Lastly, self-assessment practices need to be adapted to the institutional requirements to meet all parties’ needs (Boud 2003: 184-185).

Boud (2003: 182) further explains that the students’ acceptance of self-assessment is highly dependent on how it is introduced. Teachers need to ensure that they convey a clear rationale, so the purpose of the task needs to be made understood; they need to explicitly state the procedure and what is expected of the students; they need to provide reassurance and a safe environment in which students can assess themselves honestly; and they need to enhance the students’ confidence that also their peers are candid and that cheating and dishonesty are discouraged (Boud 2003: 182).

Brown and Abeywickrama (2010: 151-152) give four similar guidelines for bringing self-assessment into their class. First, students need to be convinced of the advantages of this concept to see its relevance (Brown & Abeywickrama 2010: 151). Second, the tasks need to be made clear for the students to know exactly what to do and not to be overchallenged (Brown & Abeywickrama 2010: 152). Third, teachers should encourage objectivity as far as possible by defining unambiguous assessment criteria (Brown & Abeywickrama 2010: 152). Brown and Abeywickrama (2010: 152) emphasize the necessity of follow-up tasks, like conferences, peer-feedback, revised goal-setting, etc.

Wong and Mak (2019) emphasize the importance of considering several aspects when implementing self-assessment, especially in writing. First of all, the learner’s age is a crucial factor as the required metalanguage to talk about their own knowledge develops over time and, thus, young learners might not be able to express themselves properly in the second language (Wong & Mak 2019: 187). Hence, teachers need to slowly lead their students towards complex self-assessment as Wong and Mak (2019: 187) suggest:

To lessen the cognitive load of self-assessments, educators should slowly build the students’ capacity for self-assessment by introducing components of self-assessment (e.g., articulating expectations, understanding rubric or checklist assessments, reflecting on expectations, etc.) one at a time.

Another option is to support students and conduct the first assessment together in the whole group so that they manage to automatize the process (Wong & Mak 2019: 187). Especially younger students in lower secondary education might need greater support through less

complex questionnaires and rating scales than university students (Harris 1997: 18). Secondly, the cultural background of students should be taken into account as there might be differences in “the cultural norms for praise and criticism” (Wong & Mak 2019: 188). Depending on how the children were raised, some might find it especially challenging to express criticism, also towards themselves (Wong & Mak 2019: 188). Similar to the pupils’ age, also their language proficiency is an influencing factor as it is harder to detect errors and articulate them when the proficiency is low (Wong & Mak 2019: 188). In order to circumvent this problem, it might be useful to bring in the students’ first languages to give them the possibility to efficiently reflect on their skills and formulate their goals (Wong & Mak 2019: 189). Moreover, a correlation between proficiency and accuracy in self-assessment can be observed as high achieving students tend to underrate themselves, while low achievers are more likely to overrate their performance (Taras 2001: 611). Lastly, Wong and Mak (2019: 189) state that teachers have to provide formal instruction to empower students to develop their self-assessment skills. Here, also language input in the form of sentence beginnings or keywords may help (Wong & Mak 2019: 190).

Boud (2003: 208-209) provides a table containing features of good and poor practice in self-assessment. This table is given below and will be adapted afterwards in part II.

Table 1. Features of good and poor practice in self assessment (Boud 2003: 208-209)

Good practice in self assessment	Poor practice in self assessment:
the <i>motive</i> for its introduction is related to enhancing learning	it is related to meeting institutional or other external requirements
it is introduced with a clear <i>rationale</i> and there is an opportunity to discuss it with students	it is treated as a given part of course <i>requirements</i>
student <i>perceptions</i> of the process are considered prior to the idea being introduced	it is assumed that processes which appear to work elsewhere can be introduced without modification
students are involved in <i>establishing criteria</i>	students are using criteria determined solely by others
students have a <i>direct role</i> in influencing the process	the process is imposed on them
<i>guidelines</i> are produced for each stage of the process	assessments are made impressionistically

<p>students learn about a <i>particular subject</i> through self assessment which engages them with it</p> <p>students are involved in expressing understanding and judgements in <i>qualitative ways</i></p> <p>specific judgments with <i>justifications</i> are involved</p> <p>learners are able to <i>use information</i> from the context and from other parties to inform their judgements</p> <p>it makes an identifiable contribution to formal <i>decision-making</i></p> <p>it is one of a number of complementary strategies to promote <i>self-directed</i> and <i>interdependent learning</i></p> <p>its practices <i>permeate</i> the total course</p> <p>staff are willing to <i>share control</i> of assessment and do so</p> <p>qualitative <i>peer feedback</i> is used as part of the process</p> <p>it is part of a <i>profiling process</i> in which students have an active role</p> <p>activities are introduced in step with the students' capabilities in <i>learning-how-to-learn</i></p> <p>the implications of research on gender <i>differences</i> and differences of presentational style <i>are considered</i></p> <p>the process is likely to lead to development of <i>self assessment skills</i></p>	<p>self assessment is only used for apparently 'generic' learning processes such as communication skills</p> <p>assessments are made on rating scales where each point is not explicitly defined</p> <p>global judgements without recourse to justificatory data are acceptable</p> <p>the activities do not draw on the kinds of data which are available in authentic settings</p> <p>no use is formally made of the outcomes</p> <p>it is tacked on to an existing subject in isolation from other strategies</p> <p>it is marginalized as part of subjects which have low status</p> <p>staff retain control of <i>all</i> aspects (sometimes despite appearances otherwise)</p> <p>it is subordinated to quantitative peer assessment</p> <p>records about students are produced with no input from them</p> <p>it is a one-off event without preparation</p> <p>the strategy chosen is assumed to work equally for all</p> <p>the exercise chosen relates only to the specific needs of the topic being assessed</p> <p>evaluation is not considered or is not used</p>
--	---

evaluation data are collected to assist in improvement and for determining its contribution to student learning	
---	--

This table gives an overview of what to consider when introducing self-assessment in an educational context. It does not only feature elements that should be included in the task itself, like involving peer feedback or learning a specific subject with the help of self-assessment tasks; most of the given criteria concern the whole process and the contribution teachers should make, for example to explain the motive, considering students' perceptions and sharing control, etc.

6.2. Implementation of self-assessment for the language skills and systems

In order to understand how self-assessment tasks should be structured in themselves, this section addresses issues of self-assessing the different language skills.

6.2.1. Self-assessment of productive skills: Writing and Speaking

When self-assessing writing, Wong and Mak (2019: 190-191) propose to arrange the whole process into a pre-, a during- and a post-writing stage. During the pre-writing phase, students take “time to reflect on their strengths and weaknesses, set goals, and consider how they will be assessed on their written work”; thus, assessment criteria need to be clarified, made available and understandable (Wong & Mak 2019: 190). Goals need to be set for both language and content and the teachers need to explain the relevance and importance of self-assessment (Wong & Mak 2019: 190). In the second stage, students write their text; here, access to the assessment criteria needs to be guaranteed either by projecting them on the wall for the whole class or by handing them out to every student (Wong & Mak 2019: 190). For the post-writing stage, students need to be given enough time to read their work again and reflect on it, which can be facilitated by incorporating peers into the self-assessment process (Wong & Mak 2019: 191). It is important to always consult the goals that were set beforehand and adapt them according to their actual performance (Wong & Mak 2019: 191). Giving the students the freedom to use the language they are most comfortable with is more likely to lead to satisfactory self-assessment than forcing them to express themselves in English (Wong & Mak 2019: 191). Lastly, teachers can also contribute their appraisal on the students' self-assessment, which, in the long term, might lead to more accurate self-assessment (Wong & Mak 2019: 191).

Harris and McCann (1994: 76-77) find it crucial to let students reflect on their work, so that they do not only look at the teacher's grade and ignore the much more important

formative feedback. Hence, they suggest letting the pupils become familiar with the writing assessment criteria by defining them together and giving them other pupils' texts to assess first (Harris & McCann 1994: 77). They further emphasize the possibility of also collecting the drafts and revised texts as to ensure continuous work on their texts; here peer-assessment can also support the students (Harris & McCann 1994: 77). After the performance was assessed by the teacher and their feedback was added to the student's notes, the ultimate grade should be negotiated, which provides room for discussion and real formative feedback (Harris & McCann 194: 77).

Brown and Abeywickrama (2010:153) supply examples of tasks to self-assess writing which include "[r]evising written work on your own", "[r]evising written work with a peer", "[u]sing journal writing for reflection, assessment, and goal-setting", "[s]etting goals for creating/increasing opportunities for writing". Together with the above-mentioned suggestions of Wong and Mak (2019), a spectrum of possibilities for self-assessment in writing is given.

Underhill (1987, cited in Chalkia 2012: 228) mentions self-assessment as one form of assessing speaking as, according to him, it is the most natural one because people continuously evaluate their success when communicating. However, conscious self-assessment of speaking is not as easy as it seems; still, it can be approached similarly to writing (Harris & McCann 1994: 79). Again, assessment criteria need to be defined together; depending on the pupils' proficiency and age these can include, "fluency and lack of hesitation, relevance and interest of the performance, pronunciation: sounds/rhythm/word and sentence stress/intonation, appropriacy of language, grammatical accuracy and use of suitable vocabulary" (Harris & McCann 1994:79). They suggest laying the focus on expressing strengths and weaknesses rather than on self-grading, which will again be complemented by teacher feedback (Harris & McCann 1994:79). The assessment can take place immediately after the performance or, by making use of recording, it can also happen later (Harris & McCann 1994:79). Recordings also have the benefit for students to be able to go back and watch or listen to it again and also to compare them with recordings from a later date to observe progress (Harris & McCann 1994:79).

Possible speaking tasks might be "[f]illing out student self-checklists and questionnaires", "[r]ating someone's oral presentation (holistically [...])", "[d]etecting pronunciation or grammar errors on a self-recording", "[s]etting goals for creating/increasing opportunities for speaking" (Brown & Abeywickrama 2010:152). As mentioned above,

students could also reflect on their own performance holistically or with the help of specific criteria.

6.2.2. Self-assessment of receptive skills: Listening and Reading

Harris and McCann (1994: 74-75) group reading and listening concerning the way they are self-assessed. Before students are able to conduct an evaluation of their reading or listening, they need to be aware of the different types and subskills of these two receptive skills (Harris & McCann 1994:74). The scholars stress the importance of students realizing that it is normal not to understand every single word to be a successful reader or listener and that text types differ in their degree of difficulty (Harris & McCann 1994:74). Regarding listening, it is also crucial to reflect on other variables that can influence students' degree of understanding, like accent, background noise, gestures, etc. (Harris & McCann 1994:75). After having done a listening or reading task, students can correct their answers with the help of a key and reflect on why the answers are right or wrong in their journals or diaries (Harris & McCann 1994:75). Furthermore, they suggest letting students estimate what percentage of the read or heard text they have understood and transfer it into a graph or diagram, to notice how much is necessary to grasp the main content and to observe their progress over the course (Harris & McCann 1994:75).

Brown and Abeywickrama (2010: 152-153) also list examples for the self-assessment of listening and reading;

Listening Tasks

- Listening to TV or radio broadcasts and checking comprehension with a partner
- Listening to bilingual versions of a broadcast and checking comprehension
- Asking when you don't understand something in pair or group work
- Listening to an academic lecture and checking yourself on a 'quiz' of the content
- Setting goals for creating/increasing opportunities for listening

[...]

Reading Tasks

- Reading passages with self-check comprehension questions following
- Reading and checking comprehension with a partner

[...]

- Conducting self-assessment of reading habits

- Setting goals for creating/increasing opportunities for reading

As might be noticed, Brown and Abeywickrama (2010: 152-153) include the setting of goals for further encounters in their suggestions of self-assessment tasks for all the four skills; hence goal-setting seems to be an important part of self-assessment. Assessing receptive skills can be challenging for teachers as they cannot observe what learners actually do and think

while reading or listening. Hence, self-assessment is a valid method with which these processes can be made understandable.

6.2.3. Self-assessment of vocabulary and grammar

About the implementation of self-assessment of vocabulary and grammar, little literature can be found. Harris and McCann (1994: 77-79) mention self-assessment of vocabulary and grammar only as part of self-assessing writing and speaking. Similarly, Brown and Abeywickrama (2010) only refer to self-assessing writing, speaking, reading and writing. However, the general guidelines for self-assessment can also be applied to grammar and vocabulary. Hence, it should also always be divided up into a pre-, while-, and post-self-evaluating stage to ensure beneficial impact (Brown & Abeywickrama 2010: 151-152; Wong & Mak 2019: 190-191). Purpura (2004: 219) mentions the necessity of students knowing their “future learning goals” as one crucial aim of assessment feedback. This can be ensured by inviting pupils to set their goals themselves, which is part of self-assessment. Instead of establishing assessment criteria, pupils need access to the correct solutions to a grammar or vocabulary task to be able to assess their performance. However, a further task to reflect on why something went wrong would provide formative feedback and facilitates planning the next steps.

As heard in Section five, not only performance itself can be self-assessed; self-evaluation can and should also encourage reflection on general competences, metacognitive aspects, and affective factors (Brown & Abeywickrama 2010: 145-151).

7. Theory of School Book Analysis

As the subsequent empirical part of this thesis consists of a school book analysis concerning the self-assessment tasks which are included, theory on school book analysis is reviewed in this section.

Firstly, a clear distinction must be drawn between analysis and evaluation; the first “leads to an objective, verifiable *description*” [original emphasis], while the latter “involves the *making of judgements*” [original emphasis] (McGrath 2002: 22). In order to receive a decent evaluation, it is necessary to conduct a profound analysis, which is often combined due to a lack of time; however, these “two processes, though logically related, are different” (McGrath 2002: 22). Littlejohn (1998: 196) defines analysis as a process of describing what can be found. Thus, “[t]he purpose of textbook analysis, then, is to provide a description”

which “can be at different levels of sophistication” (McGrath 2002: 22). McGrath (2002: 22-23) explains further that “[b]eyond the most basic level, the concern is to understand what assumptions and beliefs lie beneath the surface and what effects can be anticipated; analysis involves interference and deduction”.

Cunningsworth (1995: 9) differentiates between analysis, interpretation and evaluation and sees those three processes as consecutive. “Analysis is more or less neutral” and offers essential data for the second step, which is interpretation (Cunningsworth 1995: 9). When interpreting the gathered data, “the implications of the analysis are worked out”, which leads to the third stage of evaluation, which is a subjective process that “will reflect the views and priorities of those making [the judgements]” (Cunningsworth 1995:9).

Littlejohn (1998: 191-192) criticizes prior existing frameworks for textbook analysis because they all implicate misleading criteria for what a good textbook should include and hence, he demands “a framework which separates assumptions about what is desirable from an analysis of the materials” and which “allows materials to ‘speak for themselves’”. He further summarizes the aspects that should be analyzed in two categories, namely “publication” and “design” (Littlejohn 1998: 193). “Publication” includes the “physical aspects of the materials and how they appear as a complete set or book”, like the “place of the learner’s materials in any wider set of materials” or the “subdivision [...] into sections” and “sub-sections” or “how a sense of continuity or coherence is maintained” (Littlejohn 1998: 193). “Design” is concerned with “the thinking underlying the materials”, such as the “aims”, “principles of selection” and “sequencing”, the occurring “types of learning/teaching activities”, issues of “participation” and “learner roles”, “teacher roles” and “role of material as a whole” (Littlejohn 1998: 193). To implement this framework, Littlejohn (1998: 195) offers three levels of analysis, “from the most objective [...] through deductions about the demands likely to be made of teachers and learners [...] to conclusions about the apparent underlying principles and ‘philosophy’ of the materials”.

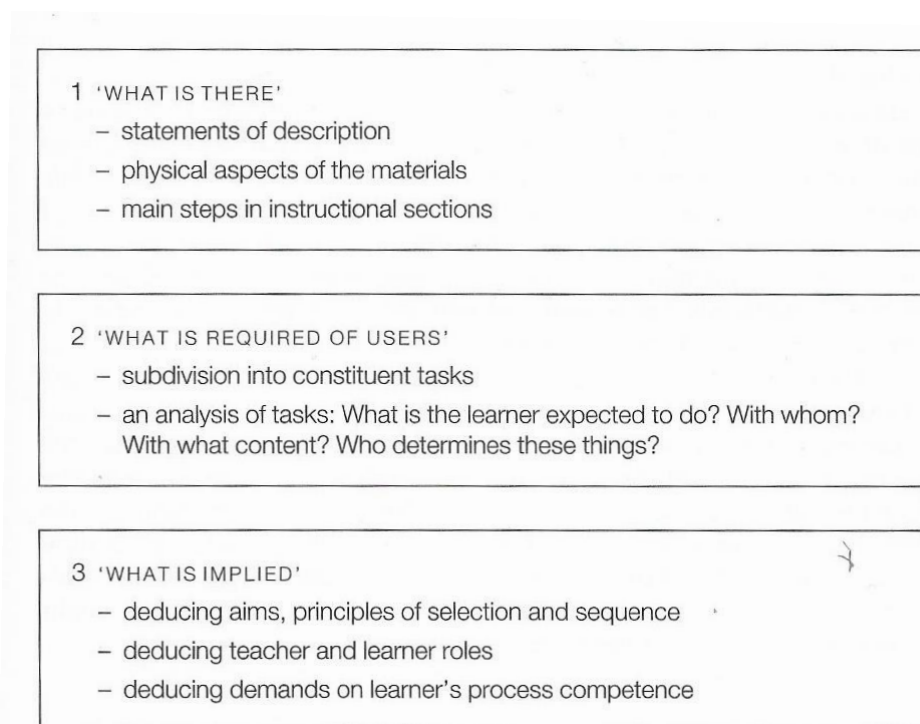


Figure 4. Levels of analysis of language teaching materials (Littlejohn 1998: 195)

Similarly, McGrath (2002: 25) classifies methods of analysis and evaluation in three categories, called “the impressionistic method”, “the checklist method” and “the in-depth method”. When applying the “impressionistic method”, the analyst might look at the description usually given at the beginning of the book, the “contents page”, and the “organization, topics, layout and visuals”, which is akin to Littlejohn’s first level of analysis (Littlejohn 1998: 196; McGrath 2002: 25-26). Besides the above-mentioned aspects, which include “publication date” and “intended audience”, Littlejohn suggests to further “look at the physical aspects of the materials”, like colors, sections and subsections and their organization and the ways information is provided (Littlejohn 1998: 196).

McGrath’s “checklist method” lends itself for conducting Littlejohn’s second level analysis. A checklist has several advantages, like its systematicity, its cost effectiveness, its convenience and its explicitness (McGrath 2002: 26-27). However, checklists need to be tailored for each analyzed task, as it needs to meet the respective purpose und “suit a particular context” (McGrath 2002: 27). In a level 2 analysis, deductions need to be drawn about “what exactly teachers and learners using the materials will have to *do*” [original emphasis] (Littlejohn 1998: 198). As it is suggested to divide each task into the three aspects “process”, “classroom participation” and “content” and each of these aspects can be further divided into subcategories that need to be analyzed, a detailed checklist can offer a clear overview (Littlejohn 1998: 198-199). The aspect of “process” includes the way students need

to respond to the material, like taking notes, replying to questions or “initiate” communication with their own words (Littlejohn 1998: 199). Furthermore, this aspect refers to whether the task is accuracy- or fluency-based and which “mental process” is required (Littlejohn 1998: 199). The aspect of “classroom participation” asks for the required interaction format, like single, pair, group or whole-class work, while “content” deals with whether the communication happens in written or spoken form, whether words, sentences or extensive texts are required and what the focus is on, like “grammar explanations, personal information, fiction, general knowledge and so on” (Littlejohn 1998: 199). “Working through materials in this detailed manner is likely to be very revealing of the underlying character of the materials” and might question what is claimed about the material (Littlejohn 1998: 200). In this way, for instance tasks labelled “learner-centred” can be debunked as being rather teacher-centred if learners are required to simply respond with the help of the available material (Littlejohn 1998: 200). The same can be applied in this paper as the label “self-assessment” might not be true for all tasks and other exercises which are not called “self-assessment” might in fact fulfill the relevant criteria.

Littlejohn’s third level of analysis asks for “what is implied” and can be equated with McGrath’s “in-depth method”, as at this level both look at the underlying concepts (Littlejohn 1998: 201, McGrath 2002: 27). Here, insights made at level 1 and 2 are brought together and build a base for the third level to “make statements about the overall *aims* of the materials” [original emphasis] and “the roles proposed for teachers and learners” (Littlejohn 1998: 201). Furthermore, “*the role of the materials as a whole* in facilitating language learning and teaching” [original emphasis], for example whether the material is only an aid to create new material or whether it is sufficient to serve as single source, can be identified by conducting an in-depth analysis (Littlejohn 1998 201-202).

As this whole process is time-consuming, only ten to fifteen percent of a textbook or other material, “ideally chosen around the midpoint” are analyzed to yield a “‘snapshot’ impression of the general nature of a set of materials” (Littlejohn 1998: 196). McGrath (2002: 28) finds this issue of a close analysis problematic as it can never be ensured that the chosen examples are in fact representative, the analysis will always be only partial and great amounts of time and knowledge are required to conduct a profound analysis. Nevertheless, if the analyzed examples are chosen carefully, an adequate picture of the whole can be created.

Similarly, McDonough and Shaw (1993: 67-77) distinguish external and internal evaluation. External evaluation considers the facts about the book that are “stated explicitly by the author” including the cover texts, the introductory text and the table of contents

(McDonough and Shaw 1993: 67), which is in line with what Cunningsworth (1984: 2) has called “what the coursebooks say about themselves” and Littlejohn’s first level analysis (1998: 196). This should then be followed by an internal evaluation to investigate to what extent the findings of the external evaluation correspond with the actual “internal consistency and organization of the materials” (McDonough & Shaw 1993: 75).

Ellis (1998: 217-238) differentiates between macro- and micro-evaluation. While the first “collect[s] information relating to various administrative and curricular aspects of the programme”, the latter focuses on one particular task and its effectiveness and efficacy (Ellis 1998: 218-219). Thus, daily micro-evaluations can result in a macro-evaluation, as teachers might analyze whether their exercises and tasks are appropriate for their class and whether their teaching goals are met (Ellis 1998: 218, 219). Nevertheless, “a micro-evaluation can also stand by itself and can serve as a practical and legitimate way of conducting an empirical evaluation of teaching materials”, without necessarily leading to a macro-evaluation (Ellis 1997: 37). He emphasizes the necessity of a “clear and explicit description of the task [...] in terms of its objective(s), the input it provides, conditions, procedures, [...] the intended outcomes of the task” (Ellis 1997: 38) and “language activity”, i.e. which receptive or productive skill is trained (Ellis 1998: 227-228) as preparatory work for a micro-evaluation.

Other scholars, including Cunningsworth (1984), Dougill (1987) and Breen and Candlin (1987), provide checklists, organized as open-ended leading questions, for a systematic teaching material analysis. Dougill’s (1987: 29-32) questions are clustered into five groups concerning the “framework”, “the units”, the “subject-matter”, the “form” and the “course components”. Breen and Candlin (1987: 14-28) define two phases, called “initial questions” concerning the material itself and “your learners and the materials”, where the interaction between the students and the material is analyzed. Cunningsworth (1984: 74-79) provides open- and closed-ended questions which are divided into several categories, called “language content”, “selection and grading of language items”, “presentation and practice of new items”, “developing language skills and communicative abilities”, “supporting materials”, “motivation and the learner” and “conclusions and overall evaluation”.

Concerning the point of time when an analysis followed by an evaluation are conducted, Ellis (1997: 36-37) distinguishes “predictive” and “retrospective” evaluation. The first makes use of the above-mentioned checklists before the coursebook is implemented to predict its appropriateness, while the latter is done after using the coursebook and gives feedback on the success of the material and how to alter it to make it more effective (Ellis 1997: 36-37).

PART II – Analysis of the selected schoolbooks

8. Research design and methods

In the following, the empirical part of this thesis will be in focus, which consists of an analysis and evaluation of the self-assessment tasks (SATs) in four different school books. The chosen book series are *Prime Time 5*, *Make Your Way 5*, *English to go 4* and *More! 4*, which, are all approbated and used coursebooks for English language teaching in Austrian secondary education (BMBWF 2019: 29-34). The conducted study is an explorative and predictive one (Ellis 1997: 36-37) and aims at gaining a basic overview of the integration of self-assessment tasks in the coursebooks, two each for lower and upper secondary school. Firstly, a global analysis was conducted, providing general information on the book series, stated aims and objectives and explicit statements on self-assessment, which corresponds to McGrath's first step (2002: 22), Littlejohn's first level of analysis (1998: 195), McDonough and Shaw's external analysis (1993: 67) and Ellis' macro analysis (1998: 217-238). Moreover, the relative importance of self-assessment in the series was measured by looking at the number of pages containing self-assessment tasks in relation to the overall number of pages. Table 65, which can be found in appendix 12.5., was used to gather the necessary data. It includes the title, authors, year of publication and publisher of the books, the different books and other materials provided, grade and language level, structure of the book, as well as of the units, number of pages, self-assessment tasks (SATs) and pages covered by SATs, explicitly stated aims and objectives and attitude towards self-assessment.

This was followed by a detailed analysis and evaluation of the included tasks. Not each individual type is discussed separately since this would become repetitive. However, an overview of the main findings concerning all the existing self-assessment tasks is provided, especially regarding their differences in content and format. In order to undertake these detailed analyses and evaluations, two grids based on the literature that was reviewed in part I were designed in the form of a checklist including a comment section (McGrath 2002: 25). All the assessment grids and tables used for the analyses and evaluations of the available SATs are included in the appendices 12.2 to 12.4. Hence, this part tries to answer the following research questions:

- How is self-assessment presented in common Austrian schoolbook series for English?
- What kind of self-assessment tasks are accessible when only relying on the schoolbooks?
- Are the existing self-assessment tasks likely to be successful/ effective?

As already mentioned, the first step was to design a table for the global analysis (see appendix 12.5., Table 65) and fill it in for the selected school book series. Secondly, two more tables were created; one for the analysis, to see “what is there” (Littlejohn 1998: 195) and a second that lists important features that successful self-assessment tasks need to include. A blank example can be found in appendix 12.5. (Table 66 & 67) and will be explained in further detail in the following.

In the first line of Table 2, the name of the book and SAT was noted and then the SAT type was determined:

Table 2. Analysis grid: types of self-assessment.

ANALYSIS							
Book, Task:							
TYPE:							
Direct assessment of performance		Indirect assessment of general competence		Metacognitive assessment		Assessment of socio-affective factors	Student self-generated test
Comment:							

As reviewed in Section 5, self-assessment can be categorized in five types; thus, the first parameter that was looked at was in which of these five types the SAT at hand fits best.

Afterwards the assessment tool used was analyzed:

Table 3. Assessment tools used.

TOOL:							
Portfolio		Journal		Conference		Student self-generated test	Review pages/check-out pages
Comment:							

In the next step, the format or method and the actual content were examined and recorded in this part of the table. This list was created after having a first look at the relevant tasks.

Table 4. Format/method and content of the SAT.

FORMAT/ METHOD:			CONTENT				
Selected resp.	Limited resp.	Extended resp.	Reading	Monologic speaking		Dialogic speaking	
Multiple-choice	Gap-filling	Information gap	Listening	Writing	Grammar	Vocabulary	
True/ false	Short answer	Role play					
Discrimination	Dialogue completion	Text production					
Noticing tasks		Presentation/talk	Goal setting	Reflecting on writing process	Can-do statements		
Choosing word(s) for gap							
Matching							

Choosing correct form			
Rating on scale			
Assigning points			
Comment:			

A distinction was drawn between monological and dialogical speaking, following the categorization of the CEFR (Council of Europe 2001), and other content, like goal-setting, reflection and can-do statements, were included. The different formats were grouped into selected, limited and extended response.

Table 5. Basis, position and key of the SAT.

BASIS:					KEY:					
Chapter content		CEFR/ELP		Book objectives		Student's book		Teacher's book		No key necessary
Comment:										
POSITION:										
Beginning of book			End of book		Middle of book		Beginning of unit			End of unit
Comment:										

The last three points in the analysis grid deal with the basis for the SAT, its position within the book and the place where the solutions are found. Here, the aim was to find out if the self-assessment tasks only test what was or will be included in the relevant unit, or if the general book objectives or the can-do statements of the CEFR are also taken into consideration. Moreover, the positioning of the task might reveal its purpose, as it could either function as placement at the beginning of the book, as a review at the end of a chapter or a book or to set goals for the next weeks if it can be found at the beginning of a new unit. Lastly, students need to have unrestricted access to the solutions (key) as it stops being self-assessment as soon as the teacher compares the solutions with the class.

The last step focused on the success and effectiveness of the available SATs. For that purpose, another grid was developed which features criteria provided by the reviewed literature. Suggestions of all mentioned authors, which could be examined within the scope of this paper, were regarded and included. As the focus is purely on a school book analysis, only criteria were taken into account that can be directly investigated by having the SATs and the accompanying descriptions and instructions in the students' and teachers' books at hand. Criteria and guidelines regarding the process of implementation could not be regarded as it is within the teachers' and students' own discretion how to implement the SATs into their teaching and learning and can only be investigated by conducting interviews, questionnaires or observations. Furthermore, this evaluation grid contains the language test qualities or

assessment principles, which were described in Section 2.1. These features were only considered if they were applicable, which means that the SATs are likely to contribute to formal assessment.

Table 6. Evaluation grid.

EVALUATION									
Task/ Book:									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		Goal-setting	
Students can conduct it independently		Qualitative peer feedback		Clear formal instructions		PRE			
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE			
Development of SA skills		Learning about particular subject		Providing help (e.g. language input)		POST			
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	
High		High		High		High		High	
Moderate		Moderate		Moderate		Moderate		Moderate	
Low		Low		Low		Low		Low	
Comment:									

The found and applied criteria are represented in the upper part of this grid. The main focus of many definitions of self-assessment (see Section 2.3.) lies on the collaborative establishing of the assessment criteria (Boud 2001: 5). Thus, this is the first feature mentioned and might be found in the task itself or as part of the instructions for teachers. Secondly, it is important that students can conduct self-assessment independently and do not rely on teachers or their peers (Boud 2003: 27). Further, they should have some options to alter the task or at least the way in which they conduct it. Along with learning the language skills and systems themselves, the task should also enhance the development of self-assessment skills (Boud 2003: 209). Concerning the feedback, successful self-assessment provides formative feedback, and teachers and peers should be included in the feedback process (Boud 2003: 209; Harris & McCann 1994: 74-80). This should then result in realistic and useful goal setting (Harris & McCann 1994: 74-77; Mak & Wong 2019: 190). Students should be provided with a clear rationale, formal instructions, guidelines for each step and help in the form of, for example, language input to formulate their achievements and goals (Boud 2003: 208-209; Harris & McCann 1994: 74-80). Self-assessment should not occur once in a course but be continuously applied (Boud 2003: 208). Lastly, a self-assessment task should be structured into a pre-, while-, and post-self-assessing task to support the process and have long-lasting impact

(Harris & McCann 1994: 74-80). Concerning the required test qualities, rating their degree with high, moderate and low seemed reasonable as this categorization was also applied by Brown and Abeywickrama (2010: 153)

9. Findings of the textbook analysis

This section will present the findings of the global and detailed analyses and evaluations conducted with the grids introduced in Section 8. For each of the selected school book series, descriptions of the global and the detailed analyses are provided separately, which are followed by a comparison of what has been found.

9.1. Findings of the global analysis

9.1.1. *Prime Time 5*

Prime Time 5 was written by Hellmayr, Waba and Mlakar and was published in 2010 by the ÖBV (Österreichischer Bundesverlag) for use in “allgemeinbildende höheren Schulen” (AHS) (grammar schools). The series includes the students’ book (Hellmayr, Waba & Mlakar 2010a), the teachers’ handbook (Hellmayr, Waba & Mlakar 2010b), a *Language in Use* book (Hellmayr & Waba 2013) and a *Testen und Fördern* (Testing and Promoting) book (Wohlgemuth-Fekonja 2014b). The *Language in Use* book features numerous exercises dealing with vocabulary and grammar and gives the solutions in the back of the book. “Testen und Fördern” provides seven sample tests in total, also with a key, to practice the standardized formats of the final exam. These two extra books will not be considered in the detailed analysis, because first, no SATs are included and second, they are not necessarily used by all teachers and students who use *Prime Time 5* in their lessons. The student’s textbook consists of ten units followed by a writing guide, a grammar section and a vocabulary list. The units do not have a uniform structure, except for the check-out pages at the end of every unit, but there are recurrent elements, such as word banks, fact files, grammar input, useful phrases and tips. It covers 192 pages, of which 16 include SATs, which amounts to around eight percent. The student’s book is accompanied by a teacher’s handbook, where several goals and objectives are defined.

One of the major goals is the enforcement of student autonomy through raising awareness about the individual steps of mastering a certain text type or communicative language use (Hellmayr, Waba & Mlakar 2010b: 3). Moreover, the textbook aims at encouraging continuous reflection to support lifelong learning (Hellmayr, Waba & Mlakar

2010b: 3). The authors place value on providing authentic texts and relevant topics while making use of various interaction formats (Hellmayr, Waba & Mlakar 2010b: 4-6). Media literacy is enforced via tasks that require research on the internet (Hellmayr, Waba & Mlakar 2010b: 7). Lastly, the book content is based on the aims of the Austrian curriculum and the CEFR for the school year and language level concerned (Hellmayr, Waba & Mlakar 2010b: 4). Regarding the attitude towards self-assessment, the teacher's book contains an explicit statement, which says that as a consequence of the increasing demand for reflection skills, the already mentioned check-out pages are included in the *Prime Time 5* student's book, where students are trained to evaluate their own work (Hellmayr, Waba & Mlakar 2010b: 3). Here, the preceding now-you-can statements help students become aware of the learning processes, list the communicative and structural contents of the unit, and the can-do descriptors of the CEFR give students insight into the assessment criteria (Hellmayr, Waba & Mlakar 2010b: 3). Solutions in the student's book and cross-references to writing and grammar guides, which are attached at the end of the book, enforce students' autonomy and independence (Hellmayr, Waba & Mlakar 2010b: 3).

9.1.2. *Make Your Way 5*

Make Your Way 5 (Davis et al. 2010) is another schoolbook series by the ÖBV and features a student's book (Davis et al. 2010a), a teacher's handbook (Davis et al. 2010b) and an extra book, called *Testen und Fördern* (Testing and Promoting) (Wohlgemuth-Fekonja 2014a). This additional book is identical to the *Testen und Fördern* book of the *Prime Time 5* series except for the cover. The series also addresses 14 to 15 years old learners at a language level of B1 in a first grade upper secondary. The student's book includes six extensive and seven compact units on 208 pages. Vocabulary stations, becoming-familiar-with sections, internet projects and tips are recurring elements in the units. According to the authors, the series generally aims at preparing the pupils for the test formats in the standardized Matura-exam (Davis et al. 2010b: 3). Imparting typical collocations and phrases and raising awareness of language structures are further goals of *Make Your Way 5* (Davis et al. 2010b: 4). Lastly, autonomous internet research is enforced by internet projects, which can be found in each unit (Davis et al. 2010b: 4). In *Make Your Way 5* no self-assessment task, or anything similar, can be found; hence, there is also no statement on self-assessment in the teacher's book. For this reason, *Make Your Way 5* will not be mentioned in the detailed analysis.

9.1.3. *English to go 4*

English to go 4 (Westfall & Weber 2006) is another school book series published by the ÖBV for the fourth grade with the language level A2/B1. A coursebook (Westfall & Weber 2006a), a workbook regular (Westfall & Weber 2006b) and a workbook bonus (Westfall & Weber 2006c), a teacher's handbook (Westfall & Weber 2006d) and an additional booklet as learning journal (Westfall 2007) are part of *English to go 4*. The workbooks differ in the presented exercises; the regular one provides more input and revision, while the bonus one features more demanding tasks. As the structure and layout is identical, only the regular workbook was analyzed in depth. The coursebook consists of a table of contents, 16 units, a grammar overview, a language to go section and a glossary on 144 pages. The workbook has the same 16 units and a list of irregular verbs on 112 pages. The learning journal gives an explanation of what it is and aims at and six sections: getting started, speaking, reading, writing, words and phrases and my tests. The units in the coursebook feature grammar and language to go boxes, a project and progress checks after four units. More self-checks are included in the workbook. Here small self-checks are given after each unit and bigger self-checks are offered always after four units. This bigger self-check is preceded by a revision part over two pages. Regarding the number of SATs, at 32 tasks the workbook clearly exceeds the coursebook with five. The learning journal covering 80 pages deserves special attention as it is a reflection tool on its own and will be further analyzed during the in-depth analysis.

The stated goals of *English to go 4*, which can be found in the teacher's handbook (Westfall & Weber 2006d), include the attainment of the language level A2 and B1 according to the "Bildungsstandards" (educational standards), a definition of what students need to master after eight years of school (Westfall & Weber 2006d: 3). Further, the definite focus lies on the use of grammatical structures and essential vocabulary and learner-centred teaching with deductive approaches for students to discover the language themselves and, hence, develop language awareness (Westfall & Weber 2006d: 4). Moreover, by including a radio program, the authors want to counteract the growing TV culture nowadays to further literacy skills (Westfall & Weber 2006d: 4). Lastly, they clearly mention that their overarching goal is effective and successful communication and not perfection (Westfall & Weber 2006d: 6). Regarding the authors' attitude towards self-assessment, they write that they orientate their formulations within a self-check to the *European Language Portfolio* and the CEFR (Westfall & Weber 2006d: 3). Moreover, they explicitly state that learner autonomy is enhanced through constant self-evaluation via the already mentioned self-checks and I-can statements (Westfall & Weber 2006d: 3). These statements are in German, which is in line

with what Harris and McCann (1994: 74) and Wong and Mak (2019: 189) said about the incorporation of the mother tongue to facilitate the reflection process and give pupils the possibility to express themselves satisfactorily. In the last unit, learners are asked to do a portfolio project to reflect on their progress (Westfall & Weber 2006d: 4).

9.1.4. *More! 4*

More! 4 (Gerngroß et al. 2013) was published by Helbling Languages and consists of a student's book (Gerngroß et al. 2013a), a workbook (Gerngroß et al. 2013b) and three teacher's books. Although a more recent edition from 2018 exists, only the 2013 version was available at the university library; hence, the analysis refers to the 2013 edition. The first of the three teacher's books comments on the didactics (Kamauf et al. 2013a), while the second provides additional worksheets (Kamauf et al. 2013b). The third one concerns the cyber-homework which is provided by the authors and can be assigned to the students; the book then includes the offline material for students who do not have access to the internet (Kamauf et al. 2013c). Three versions of *More! 4* are available; a basic, an enriched and a general course, which will be analyzed here. *More! 4* is designed for fourth grade lower secondary with 13-to-14-year old students at a language level of A2 or B1. The student's textbook consists of a table of contents, 14 regular units, an extra unit and four CLIL units. CLIL, content and language integrated learning, is a teaching concept where specific subject matter is taught in a second or foreign language to develop both the subject knowledge and the language (Dalton-Puffer, Nikula & Smit 2010: 1). In the case of *More! 4*, CLIL sessions in history, science, biology and geography are provided. At the back of the textbook, there is a wordlist, an irregular verbs list, necessary classroom language, an English sounds table and references. The workbook is built similarly as it also consists of a table of contents, the same 14 units and the extra unit. However, in the 2013 version, so-called "Bildungsstandards" are included, which are exercises that practice the formats of the standardized tests which regularly test if Austrian students have reached the required language level. The units in the student's book are structured uniformly; first input is provided, then essential English is given and after four units, a progress check serves to self-evaluate the progress. Moreover, there is one portfolio task in each unit. Concerning the number of included self-assessment tasks, there are four progress checks, of two pages each within 169 pages. The portfolio tasks do not count as self-assessment tasks as they are just writing tasks which are corrected by the teacher as no instructions to reflect on or evaluate the texts can be found.

Regarding the educational aims stated in the teacher's handbook, a focus is laid on the CEFR and the incorporation of new technologies (Gerngroß et al. 2013c: 4). Moreover, *More!*

4 is designed for heterogenous classes and enforces autonomous learning to reach the goals of the already mentioned “Bildungsstandards” (educational standards) (Gerngroß et al. 2013c: 4). Explicit statements concerning self-assessment can be found with regard to the progress-checks and the portfolio tasks (Gerngroß et al. 2013: 6, 38). The teacher’s handbook gives instructions on the implementation of these progress-checks and suggests inviting the students to do the exercises on their own, compare the results afterwards, let the students correct their answers themselves and talk about their performances so that the individual student receives information on their strengths and weaknesses and knows exactly what to focus on to make good their deficit (Gerngroß et al. 2013c: 38).

9.1.5. Comparison of the global analyses

To compare the actual weight self-assessment has in the selected schoolbook series, Table 7 was created. The number of pages that are available to the students in the student’s textbook, workbook or additional material like a journal are added up and given in the first line. Then, the number of SATs and the pages dedicated to self-assessment are given and a percentage of those two numbers was calculated. In the last line, the explicit statements on self-assessment are summarized in keywords.

Table 7. Comparison of SAT weight in the selected schoolbooks.

Book series	<i>Prime Time 5</i>	<i>Make Your Way 5</i>	<i>English to go 4</i>	<i>More! 4</i>
Page count	192	208	336 (256+80)	293
SAT count	10	0	37 + journal	4
Number of pages for SATs	16	0	117 (37 + 80)	8
Percentage	~8%	0	~33%	~3%
Statement on SA	Growing need for autonomous learning Check-out pages for SA “Now you can” statements to raise awareness CEFR descriptors as insight into assessment criteria	/	Progress checks to see where they stand Revision unit can be self-corrected CEFR/ELP descriptors Autonomy furthered through self-evaluation Self-checks & I-can statements	Progress checks to self-assess progress Suggestion to talk about results in class Results can show backlog demand

	Self-correction through key in student's book Cross-references for autonomous reworking		I can statements in German Portfolio project to reflect on progress Suggestion to talk about results and give mini-lesson on topic that more pupils have problems with	
--	--	--	--	--

As can be seen in the table, *Prime Time 5* includes SATs on around eight percent of their pages, *More! 4* in three percent, while *Make Your Way 5* does not include any at all. As *English to go 4* is accompanied by an additional learning journal booklet with 80 pages, the relation between the count of pages and the count of pages featuring SATs is relatively high at 33 percent. However, even when the journal is not included in the overall count, *the English to go 4* books present SATs on around 14 percent of their pages.

Regarding the explicit statements found in the teacher's handbooks, *English to go 4* and *Prime Time 5* seem to understand the growing need for autonomy, reflection and self-assessment skills and base parts of their SATs on the can-do statements in the CEFR and ELP. *Prime Time 5* offers cross-references for students to know where they can go and learn more. *English to go 4* includes a rationale for the portfolio project and states that the included can-do statements are in German, which makes it accessible more easily for the learners. *More! 4* and *English to go 4* also give suggestions on what to do with the results of a SAT; teachers should address the results in class to see where most pupils have problems and draw on these findings in their following teaching. As *Make Your Way 5* does not offer any SATs, nothing is mentioned regarding self-assessment in the teacher's handbook either.

To sum up the findings of the global analysis, the selected schoolbook series might reveal a general approach in Austrian English teaching material to self-assessment. Three out of four series include SATs regularly and also formulate the development of this skill as one of their aims. *English to go 4* is outstanding as the series includes a whole journal booklet concerned with student reflection work. *Make Your Way 5* does not mention self-assessment at all. The following detailed analysis describes the included SATs in detail and attempts to evaluate their effectiveness and the validity of the statements made on self-assessment.

9.2. Findings of the detailed analysis

9.2.1. *Prime Time 5*

The detailed analysis of the self-assessment tasks in the student's textbook of *Prime Time 5* revealed that their structure and layout are alike; only the content differs, as it is always based on the last unit and not all the language skills and systems are assessed within one task. All the tasks and the corresponding analysis grids can be consulted in appendix 12.2. The findings will be summarized and explained in this section. *Prime Time 5* features so called check-out pages at the end of each unit; hence, ten tasks were analyzed.

Regarding the type, all the tasks are direct assessment of performance but include indirect assessment of competence in the form of can-do statements taken from the CEFR. These can-do statements match the preceding exercise and can be ticked off, which gives the students insights into what they are expected to know. The exercises can be corrected by the students themselves as the key is presented in the back of the student's book. The distribution of formats used, and skills assessed is given in Table 8. Due to formatting issues, the word *check-out* is abbreviated with CO.

Table 8. Content and formats of SATs in *Prime Time 5*.

TASK	CO 1	CO 2	CO 3	CO 4	CO 5	CO 6	CO 7	CO 8	CO 9	CO 10
Format										
Selected response	X	X		X	X		X	X	X	
Limited response	X		X	X		X	X		X	X
Extended response	X	X	X	X	X	X	X	X	X	X
Content										
Reading	X				X					
Monologic speaking	X	X	X						X	
Dialogic speaking			X		X	X		X		X
Listening				X					X	X
Writing	X	X	X	X	X	X	X	X		X
Grammar	X	X		X	X		X	X	X	X
Vocabulary		X	X		X	X	X		X	X

This table shows a variety of formats and content. Every check-out task includes at least one exercise that requires an extended response, i.e. written text production, a role play, or a presentation/talk prepared by the students. Moreover, selected and limited response exercises

also feature regularly. Concerning the language components that are asked for, it can be observed that writing, grammar and vocabulary are the main focus. Nevertheless, also speaking, monologic as well as dialogic, reading and listening exercises can be found at regular intervals. As mentioned before, the check-out exercises are not only based on the unit contents but also include can-do statements taken from the CEFR. No instructions are given on what to fill in the box next to the descriptor but it can be assumed that students should tick it if they feel that they have successfully acquired the mentioned skill or knowledge. Table 9 lists the descriptors found as well as the language level and topic the descriptor addresses.

Table 9. CEFR descriptors in SATs in *Prime Time 5*.

Descriptor + page in book	Language level	Section + page in CEFR
Can give a prepared straightforward presentation on a familiar topic [...] (12).	B1	Addressing audiences (60)
Can find and understand relevant information in everyday material [...] (12).	B1	Reading for orientation (70)
Can write accounts of experiences, describing feelings and reactions in simple connected texts (13).	B1	Creative writing (62)
Can describe people, places and possessions in simple terms (28).	A2	Sustained monologue: describing experience (59)
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films (28).	B1	Correspondence (83)
Can briefly give reasons and explanations for opinions, plans and actions (43).	B1	Sustained monologue: putting a case (e.g. in a debate) (59)
Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions (43).	B1	Reports and essays (62)
Can make his/her opinions and reactions understood as regards [...] practical questions of where to go, what to do, how to organise an event (e.g. an outing) (43).	B1	Goal-oriented co-operation (e.g. repairing a car, discussing a document, organizing an event) (79)
Can understand a large part of many [...] programmes on topics of personal interest such as interviews, [...] when the delivery [...] is clear (58).	B1	Watching TV and film (71)
Is aware of the salient politeness conventions and acts appropriately (58).	B1	Sociolinguistic appropriateness (122)
Can give or seek personal views and opinions in discussing topics of interest (72).	B1	Informal discussion (with friends) (77)
Can write short, simple essays on topics of interest (72).	B1	Reports and essays (62)

Can recognise significant points in straightforward newspaper articles on familiar subjects (73).	B1	Reading for information and argument (70)
Can take part in routine formal discussion of familiar subjects [...] (85).	B1	Formal discussion and meetings (78)
Can write a description of an event [...] – real or imagined (85).	B1	Creative writing (62)
Can write [...] letters describing experiences, feelings and events in some details (97).	B1	Correspondence (83)
Can express belief, opinion, agreement and disagreement politely (111).	B1	Informal discussion (with friends) (77)
Can produce simple connected texts on topics which are familiar or of personal interest (111).	B1	Common Reference Levels: global scale – independent user (24)
Can reasonably fluently sustain a straightforward description of one of a variety of subjects [...] (124).	B1	Overall oral production (58)
Is aware of [...] the most significant differences between the customs, usages [and] attitudes [...] prevalent in the community concerned and those of his or her own (124).	B1	Sociolinguistic appropriateness (122)
Can keep up with an animated discussion between native speakers (138).	B2	Informal discussion (with friends) (77)
Can express thoughts on more abstract, cultural topics such as films [or] books (138).	B1	Overall spoken interaction (74)
Can collate short pieces of information from several sources and summarise them for somebody else (139).	B1	Processing text (96)

In total, 23 can-do statements from various categories are presented and related to the exercises within the check-out pages. It is striking that one descriptor is taken from the language level B2, which is higher than all the other descriptors from the levels A2 or B1, and also higher than the level that the curriculum requires for the fifth grade, which is B1 in all skills (BMBF 2000b: 6). This can-do statement deals with informal, spoken interaction with native speakers, which might be of special interest for the authors. In general, descriptors concerning the productive skills occur most often, 16 times in sum, which might also reveal the focus of *Prime Time 5*.

The key for the exercises with limited or selected response is included in the student's handbook, which makes it accessible for the students themselves. For the extended response exercises, the books do not give who should be the evaluator. In the best case, assessment criteria are designed with the students so that they can also assess their own written and spoken performance. If this is implemented, the check-out pages can really serve as effective self-assessment tasks as all the skills and also grammar and vocabulary are part of them.

Concerning the evaluation criteria of SATs, the check-out pages in *Prime Time 5* fulfill some of them. Firstly, students can conduct the tasks independently and are likely to develop self-assessment skills due to the can-do statements and the variety of skills assessed. Moreover, they learn about the subject, in this case, English and follow clear instructions. The can-do statements, as well as the now-you-can statements at the beginning of every check-out section provide help and support reflection. As they can be found at the end of every unit, continuity is given. The three-stages approach is also followed, as the already mentioned now-you-can statements serve as some kind of pre-task exercise, while the can-do statements provide help while fulfilling the task. Cross-references to the writing guide or grammar section invite to subsequent work, which can be seen as a post-self-assessing task.

As the students' performances might become part of formal assessment, the last part of the analysis grid was also considered. Practicality was rated as high, as the tasks can be assigned without extra effort. Reliability is moderate as it strongly depends on the students' self-assessment skills and how honest they are. Validity was also seen as relatively high because all skills and formats are featured, it is based on the book content and the CEFR and if students also evaluate their written and spoken texts, it might yield in an enforcement of self-assessment skills. Authenticity is also moderate, as there are no authentic tasks, but students are likely to need dialogic speaking skills or presentation skills in their real lives. Impact and interactiveness are also evaluated as being moderate, as due to the can-do- and the now-you-can statements students might be encouraged to interact with their own knowledge and skills, which might lead to positive reinforcement of learning.

9.2.2. English to go 4

The *English to go 4* book series features different types of SATs, namely progress-checks, self-checks, revision pages, other tasks within a unit or exercise that encourage reflection, and an additional journal booklet, which will be explained in detail in this section.

The coursebook includes four progress checks, after every four units. In contrast to the progress checks analyzed above in *Prime Time 5*, these ones assess general competence and not preceding performance. Can-do statements are formulated covering the content of the four units and are categorized into vocabulary, grammar, receptive skills (listening and reading) and productive skills (speaking and writing). Students are asked to tick the box next to the statement with either one check mark, two check marks or an exclamation mark, depending on their understanding. Regarding the evaluation criteria, these progress checks in the coursebook can be conducted independently, as students reflect on their own knowledge and, hence, no key is necessary. The instructions are clear. Because of the categorization, the

required knowledge and skills are broken down into small bits, which makes it easier to reflect on them. Hence, it is assumed that a development of self-assessment skills will be enforced. For the same reason, students receive formative feedback as they do not only receive an overall score but they can visually notice where their weaknesses are. The can-do statements provide language input in English; thus, language knowledge might also be deepened. Continuity throughout the book can be observed, which fulfills another criterium for successful SATs.

The workbook of *English to go 4* includes numerous more SATs in the form of so-called self-checks. At the end of every unit, there are “small” self-checks (see Appendix 12.3., Figures 25-40), which, similar to the progress checks in the coursebook, ask the learners to tick can-do statements. The statements in the self-checks are, however, in German. The content is based on what was learned in the unit. Here, no instructions are given on what to write in the small boxes next to the statements, but it can be assumed that they should be ticked if students are certain about the mentioned skill or knowledge. The can-do statements are also categorized into listening, reading, speaking, writing and vocabulary. In nine out of 16 self-checks, another category called “Lernen lernen” [learn how to learn] is added and only in one self-check is grammar included. However, the productive and receptive skills are not grouped together like in the progress-checks in the coursebook but are treated individually. Hence, there is a slightly different focus than in the coursebook.

Furthermore, the workbook presents revision parts with subsequent “bigger” self-checks always after 4 units. The revision parts resemble the check-out pages in *Prime Time 5* as they are exercises with a key presented afterwards with which learners can self-assess their performance. However, the variation in content and format is less, which might be the case because they are followed by a self-check. The content and formats are presented in Table 10.

Table 10. Content and format of review tasks in *English to go 4*.

TASK	Revision part 1	Revision part 2	Revision part 3	Revision part 4
Format				
Selected response	X	X	X	X
Limited response		X	X	X
Extended response				
Content				
Reading				
Monologic speaking				
Dialogic speaking				

Listening				
Writing				
Grammar	X	X	X	X
Vocabulary	X	X	X	X

The formats are restricted to choosing word(s) for gaps, matching and choosing the correct form, which count as selected response, and gap-filling, which is limited response.

Concerning the content, these review parts only deal with vocabulary and grammar, maybe because the following self-checks invite students to reflect on all of the skills. The key to the exercises can be found below the self-check. Regarding the test qualities, these review parts perform poorly when analyzed in isolation. Practicality is high as the access and administration is easy. Reliability depends on the actual students and is rated moderate as cheating might be alluring with the solutions on the next page. Validity is low, as it only features vocabulary and grammar tasks with no extended response. Authenticity is also low as the tasks are out of context and do not have real-world relatedness. Impact and interactiveness are also seen as being low because they will not have a positive effect on learning, nor do they engage the student's personality. However, if these review pages are considered as being a pre-task of the following self-checks, they still have their justification.

The “bigger” self-checks (see Appendix 12.3., Figures 49-52) present I-can-do statements that are adapted from the *European language portfolio* (ELP) for lower secondary to fit the contents of the preceding units. In contrast to the progress-checks in the coursebook, learners are also given the possibility to leave the box empty if they do not feel ready to assess this skill or competence. Similar to the other self-checks and progress-checks, the statements are also grouped according to the skills; however, following the ELP, speaking is further divided up into monologic and dialogic speaking and some blank lines are provided for students' comments.

The “small” self-checks as well as the “bigger” ones fulfill some criteria for successful SATs. Students can conduct them independently as they do not need further input of the teacher when reflecting on their own skills and knowledge. They are likely to improve their self-assessment skills and the clear statements provide formative feedback. As the I-can-do statements are in German, they support reflection even more, as learners will access them more easily than the English equivalents. However, in contrast to the progress-checks in the course book, these self-checks might not help to learn the language itself. As the small self-checks can be found in each of the 16 units, and the bigger ones are presented after four units, continuity can be observed. When the preceding revision pages are seen as part of the self-checks, they include a pre-task as well as a while-task, which is filling in the boxes next to the

statements. A post-task is not given; however, it might be connected with the accompanying learning journal that will be described later.

Aside from these regularly occurring SATs, three more SATs could be detected within the units. Right at the beginning of the coursebook in the second unit, learners are asked to set individual goals for English for the new school year (see Appendix 12.3., Figure 54). In the form of a questionnaire with open-ended questions, students conduct metacognitive self-assessment. Afterwards they are invited to talk to their peers about their set goals and try to alter them to formulate realistic and achievable goals. Concerning the evaluation criteria, this task meets most of them. Students can conduct it independently as clear instructions are given. They can adapt it to their needs as the questions are relatively open. As the post-task is to talk to peers, qualitative peer feedback can be expected. The goals should be formulated in English, so that the language itself and self-assessment skills are developed. Guidelines for each stage are given and help in the form of sentence beginnings is provided. Students are also asked to break down the goals into small manageable steps, which can be seen as a while-task. Also in the teacher's handbook it is suggested to guide pupils towards formulating concrete goals and refer them to consult the progress- and self-checks for help.

Another SAT, which is not labelled as such, is presented in the workbook and is about reflecting on the students' contribution during a group work phase (see appendix 12.3., Figure 53). First, students receive tips how to organize group work and then they are asked to rate their performance on a scale from one to five in a questionnaire. The group work itself and the tips given in the task can be seen as pre-tasks for the SAT. One question asks students to rate how they felt and if others respected them during the group work; hence, self-assessment of socioaffective factors could easily be conducted by further asking students for the reasons why they felt good or bad. What to do with the questionnaires after the learners have filled them out, is not given in the books. However, it might be helpful to consult them when the group work is assessed by the teacher.

The last unit in the workbook covers four pages and is called "this is me" (see appendix 12.3., Figures 55-57). All the tasks presented in this unit deal with a portfolio project in which students are invited to reflect on their progress in English during the last school year. It is divided up into seven tasks that ask students to write down what they did in English, what they plan for the future and support them in planning their portfolio. This whole unit meets some crucial criteria for an effective self-assessment task. It can be performed independently as clear instructions, guidelines for each stage and language input are provided. As the

portfolio itself is a free project, students can adapt it to their needs and interests. It can potentially lead to the development of language as well as self-assessment skills.

In addition to the numerous SATs that are included in the coursebook and the workbook, *English to go 4* provides a Learning journal booklet (Westfall 2007). This learning journal was written by Westfall and was published one year after the other series components. The first page describes the idea behind this journal and states that it is a personal booklet and will not be looked at or corrected (Westfall 2007: 3). It consists of 80 pages divided into six categories. The first chapter is called “Getting started” and serves as a warm-up section to become familiar with the format of the journal. In this section students have space and guiding questions for personal information, recalling the past summer, trends in this year, a life list, a letter to themselves, writing about their neighborhood and setting their learning goals. The last three pages are left blank so that the learners can include what they like to. The second chapter deals with speaking. First, a table is provided in which learners can keep notes on their speaking practices. In the next eight pages, input and ideas using pictures, questions and bullet points for free-speaking are given and a table can be filled in with the learners free-speaking performances. Moreover, learners are invited to produce dialogues about any topic they want. Similarly, the next section focuses on reading. It also includes a table in which students can take notes on their reading practices. Various reading tips help learners to become successful readers and again, several pages are left blank for individual ideas. The following section is structured analogously for writing. The second to last chapter consists of tables in which students are asked to write their favorite words and phrases. The last two pages give learners the chance to keep a record of their test performances. Language to go-boxes and learning tips or other useful and interesting information, like the 100 most frequent words in English are presented throughout the booklet. Concerning its contribution to developing self-assessment skills, it can be successful, when it is implemented as an accompanying tool. This journal gives language learners sufficient space to reflect on their progress and deepen their knowledge with topics they are interested in. Together with the above described SATs of general competence, performance and in the form of a writing portfolio, *English to go 4* covers a wide range of possible ways to implement self-assessment.

9.2.3. More! 4

A closer analysis of the *More! 4* book series has shown that only one type of self-assessment is included. The workbook does not feature any SATs, but the student’s book offers progress checks, after four units. Hence, in total four SATs were analyzed, which are all direct assessment of performance in the form of different exercises. Topic-wise all the progress

checks are based on the preceding units, which they intend to review. Hence, the only feature that differs between the four SATs is the topics and the actual grammatical structures or vocabulary that are reviewed. Table 11 shows the distribution of formats and language components assessed.

Table 11. Content and formats of SATs in *More! 4*.

TASK	Progress check 1	Progress Check 2	Progress Check 3	Progress Check 4
Format				
Selected response	X	X	X	X
Limited response		X		
Extended response				
Content				
Reading	X	X	X	X
Monologic speaking				
Dialogic speaking				
Listening	X	X	X	X
Writing				
Grammar	X	X	X	X
Vocabulary	X	X	X	X

As might be noticed, a variety in content is not given, as all progress checks feature exercises for reading, listening, grammar and vocabulary. The productive skills, like writing and speaking do not occur within those tasks. Moreover, the formats are also alike, as all four progress checks require selected response, such as multiple choice or choosing the correct form, matching, or true/false. Only the second progress check asks for limited response in a gap-filling exercise in a listening task. The actual occurrence of the formats can be found in appendix 12.4 (pp. 165-180).

After completing the task, students can assign themselves points and choose a smiley according to their performance. For each content part, three options are given; a smiling, a neutral looking or a sad looking smiley with a sum of points can be chosen. However, the solutions to these exercises are in the teacher's handbook, which makes it impossible for students to conduct the progress checks independently. This point leads to the evaluation part, which should define if the task at hand can really be called self-assessment. The only points that pertain for the progress checks in *More! 4* are that students learn about the subject, there are clear instructions, they are included regularly and continuously throughout the book and

there is a post-task stage, when the results are compared with the teacher and the students' performances are discussed, which might lead to some kind of formative teacher feedback. As mentioned in Section 9.1.4., the teacher's handbook includes a statement on these progress checks that says that with the help of them students can test and evaluate their progress on their own, which, following my criteria, is not really the case in reality. It is suggested to let students correct their mistakes on their own; however, the whole process of thinking about the criteria for a good performance and reflecting on their own performance while having those criteria in mind is completely left out, when the results must be compared with the teacher. In fact, the analyzed progress checks are just additional exercises to reinforce the content of the four preceding units.

In case some teachers might include the results of these progress checks in the formal assessment process, the test qualities were evaluated on base of the information that was accessible and available in the books. The practicality of these tasks is relatively high, as they are featured within the coursebook and, thus, can be administered without additional expense. As the solutions are compared with the teacher, a certain degree of reliability is also ensured because students cannot cheat or under- or overrate themselves. However, validity is not ensured; content validity might be moderate as it is always based on what has been learned before but SATs only test receptive skills and grammar and vocabulary. Construct validity, face validity and consequential validity suffer as students cannot assess themselves without needing their teacher and great impact cannot be wished for as students only give themselves one point for a correct answer, and no point for an incorrect one. Authenticity and Interactiveness are also low, as no authentic texts are featured, and the student's own personality or wider knowledge is not really engaged. Similar to consequential validity, the impact can be rated as low as its potential to enhance further learning is not obvious because it results in a summative, teacher-imposed sum of points without providing space or time for students to reflect.

9.2.4. Comparison of the detailed analyses

After having analyzed the SATs in the four selected school book series, it might be helpful to transfer the findings into a table for a direct comparison. For this reason, Table 12 below was created, including the criteria used for the grids. The series as a whole will be considered here and not the individual tasks; thus, the findings of all the SATs will be merged. Language test qualities are not listed individually but it is noted if the SATs are likely to be used in formal assessment. As the series *Make Your Way 5* does not feature any SATs it will be excluded in Table 12.

Table 12. Comparison of findings of detailed analyses.

Book series	<i>Prime Time 5</i>	<i>English to go 4</i>	<i>More! 4</i>
Types	Direct ass. of performance Indirect ass. of competence	Direct ass. of performance Indirect ass. of competence Metacognitive ass.	Direct ass. of performance
Tools	Check-out pages	Progress-checks Self-checks Revision parts Portfolio Questionnaire Journal	Progress Checks
Formats	Selected Limited Extended	Selected Limited Extended	Selected limited
CEFR descriptors	Yes	Yes	No
All skills & systems	Yes	Yes	No (no speaking and writing)
Collaborative def. of criteria	No	No	No
Independent students	Yes	Yes	No
Possibility to adapt	No	2 times	No
Development of SA skills	Yes	Yes	No
Formative feedback	Yes	Yes	No
Peer feedback	No	Once	No
Teacher feedback	No	Discussion in class	Comparison with teacher
Language learning	Yes	Yes	Yes
Clear rationale	No	No	No
Clear instructions	Yes	Yes	Yes

Guidelines for each stage	No	Twice	No
Help provided	Yes	Yes	Yes
Continuity	Yes	Yes	Yes
Goal-setting	No	2 times	No
3-stage approach	Yes	No	No
Formal assessment?	Yes	Some	No

As mentioned in Chapter 8, only the accessible information could be considered in the analysis. If the table says, for instance, that the SATs do not follow a three-stage approach, this just means that the student's book(s) and the teacher's book do not mention anything; however, it might be the case that the teachers themselves design and implement a pre- or post-stage. The most obvious difference between the four English schoolbook series is the weight the authors lay on self-assessment. Although the curriculum for upper secondary schools requires the integration of opportunities for self-evaluation (BMBF 2000b: 1), *Make your Way 5* does not include any SAT at all. In contrast, *English to go 4* features several different types and tools for students to reflect on their language learning progress. *More! 4* claims to provide opportunities for self-evaluation in terms of progress-checks (Gerngroß et al. 2013c: 38); however, learners cannot assess themselves independently but need their teacher to give them the correct answers. Hence, the progress-checks are just additional exercises that summarize the last four units. *Prime Time 5* follows a more consistent implementation of check-out pages as they can be found in every unit. The layout is identical in all ten SATs, but the assessed skills and the formats used vary. For the limited and selected response tasks, the solutions are included in the student's book; however, it is not given, who corrects the extended responses. If the learners also assess their written and spoken text productions themselves, self-assessment is definitely enforced. If the teacher evaluates the performances, the students still self-assess the other exercises and reflect on their achieved competences with the help of the can-do statements. These can-do statements are also a supportive feature in *English to go 4*; *More! 4* does not include any of them. *More! 4* is also the only series that neglects the productive skills in the progress-checks. Concerning the collaborative definition of assessment criteria, which is, following Boud (1991: 5, cited in Boud 2003: 12), part of self-assessment, no information could be found. Another important feature is that students have the possibility to adapt the process to their needs (Boud 2003: 208), which is given in two tasks in *English to go 4*. Moreover, students should engage with

the subject matter (Boud 2003: 208), which is met by all three series that include SATs. Development of self-assessment skills (Boud 2003: 209) is not ensured by *More! 4*, but due to the can-do statements it might be enforced by *Prime Time 5* and due to the numerous SATs with various types, tools, formats and content, including an additional journal booklet, it is definitely promoted by *English to go 4*. Clear instructions and help (Wong & Mak 2019: 190) are provided by all three books. Continuity throughout the whole course (Boud 2003: 208) is also given in all three series as the analyzed SATs occur at regular intervals. Explicit guidelines for each stage, peer feedback and goal-setting (Boud 2003: 208-209; Harris & McCann 1994: 77; Wong & Mak 2019: 189) are only featured in some SATs in *English to go 4*. All the check-out pages in *Prime Time 5* follow the three-stages approach (Mak & Wong 2019: 190-191) as they offer now-you-can statements as a pre-task, CEFR descriptors as a while-task and cross-references to other sections in the book for post-tasks. The progress-checks in *More! 4* do show a post-task in terms of comparing the results with the teacher. In *English to go 4*, the SATs vary in their administration; some show a pre- and a while-task and others a while- and a post-task. Lastly, the language test qualities were assessed and based on the findings, it was assumed if the tasks would be included in the formal assessment process. The check-out pages in *Prime Time 5* might serve well as part of formal assessment, as their qualities range between moderate and high. As the progress-checks in *More! 4* do not even ask for all skills, and hence, the qualities are scored low or moderate, it can be assumed that they will not be included in formal assessment. *English to go 4* features some tasks, like the portfolio task, the self-assessment task of the group work that will possibly be considered in the student's final grade. The self-checks might be an effective tool to compare the teacher's notes with the student's own perceptions. The attached language learning journal, however, should not be taken into account in formal assessment as it should only help the learners by providing informal feedback and should not be looked at by the teachers.

10. Conclusion

This paper investigated the existing self-assessment tasks in four selected current schoolbooks for English. First, a literature review was presented, including an explanation of relevant terms and concepts, reasons for implementing self-assessment, a summary of what official documents, like the CEFR, the curriculum and the LBVO mention concerning self-assessment, the different types and tools, guidelines for its administration and lastly, theory of analysis of teaching material. Based on this literature, analysis grids were designed for a global and a detailed analysis. With the help of these grids, I tried to find out how self-assessment is presented in Austrian schoolbooks for English, whether labelled self-evaluation tasks do really offer the possibility for pupils to self-evaluate and what is actually assessed with which tools and formats. Moreover, criteria for effective self-assessment tasks were gathered and the tasks were assessed with their help.

The questions for the study was how self-assessment is presented in Austrian school book series for English, what kind of self-assessment tasks are accessible when only taking the coursebooks into account and whether they are likely to be successful. The selected schoolbook series have shown a wide range in their presentation of self-assessment tasks. In *Make Your Way 5* no SATs are included at all, while in *More!4* tasks were labelled self-evaluation but turned out not to be as the solutions need to be compared with the teacher. In *Prime Time 5* relatively well-designed check-out pages featuring relevant CEFR descriptors are presented and *English to go 4* sets a good example of how self-assessment can be implemented because it regularly includes various types of self-assessment and even provides an additional booklet for reflection, goal-setting and practicing. Hence, if teachers consider the development of self-assessment skills as crucial, they need to either choose their coursebook wisely, turn existing exercises into self-assessment or create SATs separately from the book series they use.

I would like to make some suggestions on how to turn the existing SATs into more effective ones. Firstly, there should always be some pre-task, like defining criteria for texts or oral production, but also to talk about what counts as a mistake in limited response exercises. Here, students need to develop a feeling for content validity, for example, that they do not count an orthographic mistake in a reading or listening task. Another possibility would be to recall students' goals and then look in how far they have reached them. For a while-task, *Prime Time 5* sets a good example as the descriptors taken from the CEFR give students an insight into what they are expected to know. *English to go 4* also includes can-do statements that are based on the can-do statements in the CEFR and ELP, which are divided up into

much smaller parts of language that were treated in the reviewed unit(s). This might help students to understand what they are required to know and makes it easier to achieve the objectives. Almost the most important part of self-assessment is the incorporation of a post-task. Students need to reflect on their performance, what went wrong and, especially, *why* it went wrong. For further learning it is crucial to know if a grammar exercise was answered incorrectly because the student was tired and did not concentrate well or because they did not understand the rules. Students need to provide themselves with formative feedback and set adjusted goals to increase their intrinsic motivation for further language learning. The learning journal in *English to 4* includes a table in which students can note future opportunities for reading, writing or speaking English, which can be helpful.

It must be emphasized that the present study only took the available books and what they offer into consideration. Even if the books provide excellent SATs, it cannot be taken for granted that the actual implementation is also done well; conversely, only because the books do not present good SATs, does it not mean that the students do not have access to SATs or do not develop self-assessment skills. It might also be the case that dedicated teachers implement opportunities for self-assessment independently from their schoolbook or they turn a badly-designed SAT into an effective one.

In order to find out more about the actual status quo of the incorporation of self-assessment in language teaching and learning, a follow-up study consisting of questionnaires or interviews would be desirable. The selection of school book series was made to the best of my knowledge; however, it might be the case that the analysis of four other series would reveal completely different findings. Moreover, the teachers' and learners' attitudes towards self-assessment might be interesting as these can also influence the success of the implementation process. Hence, the findings of this thesis might reveal a trend but cannot be considered as being complete.

As a final remark, I hope that this thesis provided an insight into the undeniable benefits of self-assessment and the necessity of its consistent incorporation. The analyses should help teachers to find an appropriate school book series if they would like their students to not only develop language but also self-evaluation skills. Furthermore, the grids might support the demasking of tasks that are called self-assessment, but in reality, are just additional language exercises that do not require student reflection. Self-assessment does not only enforce language learning, but is, in my opinion, a crucial skill to becoming a mature and responsible member of society.

Word count: 25.476

11. References

Primary sources

- Davis, Robin; Gerngroß, Günter; Holzmann, Christian; Lewis-Jones, Peter; Puchta, Herbert. 2010a. *Make Your Way 5: Student's book*. Wien: ÖBV.
- Davis, Robin; Gerngroß, Günter; Holzmann, Christian; Lewis-Jones, Peter; Puchta, Herbert. 2010b. *Make Your Way 5: Teacher's Handbook*. Wien: ÖBV.
- Gerngroß, Günter; Puchta, Herbert; Holzmann, Christian; Stranks, Jeff; Lewis-Jones, Peter. 2013a. *More! 4: Student's Book – General Course*. Innsbruck: Helbling Languages.
- Gerngroß, Günter; Puchta, Herbert; Holzmann, Christian; Stranks, Jeff; Lewis-Jones, Peter. 2013b. *More! 4: Workbook – General Course*. Innsbruck: Helbling Languages.
- Hellmayr, Georg; Waba, Stephan; Mlakar, Heike. 2010a. *Prime Time 5: Student's Book*. Wien: ÖBV.
- Hellmayr, Georg; Waba, Stephan; Mlakar, Heike. 2010b. *Prime Time 5: Teacher's Handbook*. Wien: ÖBV.
- Hellmayr, Georg; Waba, Stephan. 2013. *Prime Time 5/6 – Language in Use*. Wien: ÖBV.
- Kamauf, Ulrike; Sprung, Waltraud; Gerngroß, Günter; Puchta, Herbert; Holzmann, Christian. 2013a. *More! 4: Teacher's Book – General Course: Teil A: Didaktischer Kommentar und Lehrstoffverteilung. [More! 4 Teacher's Book – General Course: Teil A: Didactic comments and curricular distribution]*. Innsbruck: Helbling Languages.
- Kamauf, Ulrike; Sprung, Waltraud; Gerngroß, Günter; Puchta, Herbert; Holzmann, Christian. 2013b. *More! 4: Teacher's Book – General Course: Teil B: Worksheets*. Innsbruck: Helbling Languages.
- Kamauf, Ulrike; Sprung, Waltraud; Gerngroß, Günter; Puchta, Herbert; Holzmann, Christian. 2013c. *More! 4: Teacher's Book – Cyberhomework*. Innsbruck: Helbling Languages.
- Westfall, Tanja. Weber, Charlie. 2006a. *English to go 4: Coursebook*. Wien: ÖBV.
- Westfall, Tanja. Weber, Charlie. 2006b. *English to go 4: Workbook regular*. Wien: ÖBV.
- Westfall, Tanja. Weber, Charlie. 2006c. *English to go 4: Workbook bonus*. Wien: ÖBV.
- Westfall, Tanja. Weber, Charlie. 2006d. *English to go 4: Teacher's book*. Wien: ÖBV.
- Westfall, Tanja. 2007. *English to go 4: Learning journal*. Wien: ÖBV.
- Wohlgemuth-Fekonja, Bettina. 2014. *Make Your Way 5: Testen und Fördern*. Wien: ÖBV.
- Wohlgemuth-Fekonja, Bettina. 2014. *Prime Time 5: Testen und Fördern*. Wien: ÖBV.

Secondary sources

- Abuja, Gunther; Horak, Angela; Keiper, Anita; Nezbeda, Margarete; Öhler, Rose; Stefan, Ferdinand. 2004. *Europäisches Sprachenportfolio: Mittelstufe (10-15 Jahre)*. Graz: Österreichisches Sprachenzentrum.
- Afflerbach, Peter. 2016. "Reading assessment: Looking ahead". *The Reading Teacher* 69(4), 413-419.
- Andrade, Heidi; Valtcheva, Anna. 2009. "Promoting Learning and Achievement through Self-Assessment". *Theory Into Practice* 48(1), 12-19.

- Bachmann, Lyle F.; Palmer, Adrian S. 1996. *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press.
- Bell, Beverley; Cowie, Bronwen. 2001. "The Characteristics of Formative Assessment in Science Education". *Science Education* 85, 536-553.
- Black, Paul; Wiliam, Dylan. 1998. "Inside the Black Box: Raising Standards Through Classroom Assessment". *Phi Delta Kappan Magazine* 92(1), 81-90.
- Black, Paul; Harrison, Christine; Lee, Clara; Marshall, Bethan; William, Dylan. 2003. *Assessment for Learning – putting it into practice*. Buckingham: Open University Press.
- Bloom, Benjamin. 1969. "Some theoretical issues relating to educational evaluation". In Tyler, Ralph. (Ed.). *Educational evaluation: New roles, new means: The 63rd year-book of the National Society for the Study of Education*. Chicago: Chicago UP, 26-50.
- Boud, David. 1991. *Implementing Student Self Assessment*. (2nd edition). Sydney: Higher Education Research and Development Society of Australasia.
- Boud, David. 2003. *Enhancing learning through Self Assessment*. New York, NY: Routledge Falmer.
- Breen, Michael P.; Candlin, Christopher N. 1987. "Which materials?: A consumer's and designer's guide". In Sheldon, Leslie E. (ed.). *ELT Textbooks and Materials: Problems in Evaluation and Development*. Oxford: Modern English Publications, 13-28.
- Brown, H. Douglas. 1999. *New vistas: An interactive course in English*. White Plains, NY: Pearson Education.
- Brown, H. Douglas. 2002. *Strategies for success: A practical guide to learning English*. White Plains, NY: Pearson Education.
- Brown, H. Douglas; Abeywickrama, Priyanvada. 2010. *Language assessment: Principles and Classroom Practices*. (2nd edition). New York, NY: Pearson Longman.
- Bundesministerium für Bildung und Frauen (BMBF). 2000a. *Lehrplan AHS Unterstufe: Lebende Fremdsprache (Erste, Zweite)*. https://bildung.bmbwf.gv.at/schulen/unterricht/lp/ahs8_782.pdf?61ebzr (20 March 2019).
- Bundesministerium für Bildung und Frauen (BMBF). 2000b. *Lehrplan AHS Oberstufe: Lebende Fremdsprache (Erste, Zweite)*. https://bildung.bmbwf.gv.at/schulen/unterricht/lp/lp_ahs_os_lebende_fs_11854.pdf?61ebyg (20 March 2019).
- Bundeministerium für Bildung, Wissenschaft und Forschung (BMBWF). 2019. *Schulbuchliste*. https://bildung.bmbwf.gv.at/schulen/unterricht/schulbuch/schulbuchlisten_2019_2020.html (19 July 2019).
- Bundesministerium für Digitalisierung und Wirtschaftsstandort (BMDW). 2019. *Verordnung des Bundesministers für Unterricht und Kunst vom 24. Juni 1974 über die Leistungsbeurteilung in Pflichtschulen sowie mittleren und höheren Schulen (Leistungsbeurteilungsverordnung)*. <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009375> (20 June 2019).
- Butler, Yuko G.; Lee, Jiyeon. 2010. "The effects of self-assessment among young learners of English". *Language Testing* 27(1), 5-31.
- Chalkia, Ekaterini. 2012. "Self-assessment: An alternative method of assessing speaking skills". *Research Papers in Language Teaching and Learning* 3(1), 225-239.
- Council of Europe. 2001. *The Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

- Cunningsworth, Alan. 1984. *Evaluating and Selecting EFL Teaching Materials*. London: Heinemann Educational.
- Cunningsworth, Alan. 1995. *Choosing your Coursebook*. Oxford: Macmillan Education.
- Dalton-Puffer, Christiane; Nikula, Tarja; Smit, Ute. 2010. "Charting policies, premises and research on content and language integrated learning". In Dalton-Puffer, Christiane; Nikula, Tarja; Smit, Ute. (eds.). *Language Use and Language Learning in CLIL Classrooms*. Amsterdam: John Benjamins, 1-19.
- Dearing, Sir R. 1997. *Higher education in the learning society*. London: HMSO.
- Dougill, John. 1987. "Not so obvious". In Sheldon, Leslie E. (ed.). *ELT Textbooks and Materials: Problems in Evaluation and Development*. Oxford: Modern English Publications, 29-36.
- Edwards, Nelta M. 2007. "Student self-grading in social statistics". *College Teaching* 55(2), 72-76.
- Ellis, Rod. 1997. "The empirical evaluation of language teaching materials". *ELT Journal* 51(1), 36-42.
- Ellis, Rod. 1998. "The evaluation of communicative tasks". In Tomlinson; Brian (ed.). *Materials Development in Language Teaching*. Cambridge: Cambridge UP, 217-238.
- Fitzgerald, James T.; Gruppen, Larry D.; White, Casey B. 2000. "The influence of task formats on the accuracy of medical students' self-assessments". *Academic Medicine* 75(7), 737-741.
- Gardner, David. 1996. "Self-assessment for self-access learners". *TESOL Journal* 6, 18-23.
- Geneese, Fred; Upshur, John. 1996. *Classroom-based evaluation in second language education*. Cambridge: Cambridge University Press.
- Gorsuch, Greta J. 1998. "Let them make quizzes: Student-created reading quizzes". In Brown, James D. (ed.). *New ways of classroom assessment*. Alexandria; VA: TESOL, 215-218.
- Gronlund, Norman E. 1998. *Assessment of student achievement*. (6th edition). Boston, MA: Allyn & Bacon.
- Harris, Michael. 1997. "Self-assessment of language learning in formal settings". *ELT Journal* 51(1), 12-20.
- Harris, Michael; McCann, Paul. 1994. *Handbooks for the English Classroom: Assessment*. Oxford: Macmillan Heinemann English Language Teaching.
- Heritage, Margaret. 2010. *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin.
- Hughes, Arthur. 2003. *Testing for language teachers*. Cambridge: Cambridge UP, 50.
- Leach, Linda. 2012. "Optional self-assessment: Some tensions and dilemmas". *Assessment & Evaluation in Higher Education* 37(2), 137-147.
- Lew, Magdeleine D.N.; Alwis, Weeramuni .A.M.; Schmidt, Henk G. 2010. "Accuracy of students' self-assessment and their beliefs about its utility". *Assessment & Evaluation in Higher Education* 35(2), 135-156.
- Little, David. 2005. "The Common European Framework and the European Language Portfolio: Involving learners and their judgements in the assessment process". *Language Testing* 22(3), 321-336.

- Littlejohn, Andrew. 1998. "The analysis of language teaching materials: Inside the Trojan Horse". In Tomlinson, Brian (ed.). *Materials Development in Language Teaching*. Cambridge: Cambridge UP, 190-216.
- McDonald, Betty; Boud, David. 2003. "The impact of Self-assessment on Achievement: The effects of self-assessment training on performance in external examinations". *Assessment in Education: Principles, Policy & Practice* 10(2), 209-220.
- McDonough, Jo; Shaw, Christopher. 1993. *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Blackwell Publishers.
- McGrath, Ian. 2002. *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh UP.
- McMillan, James H.; Hearn, Jessica. 2008. "Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement". *Educational Horizons* 87(1), 40-49.
- Nunan, David. 1988. *The learner-centred curriculum*. Cambridge: Cambridge University Press.
- Oscarson, Anne Dragemark. 2009. *Self-Assessment of Writing in Learning English as a Foreign Language: A Study at the Upper Secondary School Level*. Göteborg: Göteborgs Universitet.
- Oscarson, Mats. 2014. "Self-assessment in the Classroom". In Kunnan, Anthony John (ed.). *The Companion to Language Assessment: Approaches and Development*. Vol. 2. Chichester: Wiley Blackwell, 712-729.
- Paris, Scott G.; Ayres, Linda R. 1994. *Becoming reflective students and teachers with portfolios and authentic assessment*. Washington, DC: American Psychological Association.
- Paris, Scott G.; Paris, Alison H. 2001. "Classroom Applications of Research on Self-Regulated Learning". *Educational Psychologist* 36(2), 89-101.
- Phillips, E. 2000. "Self-assessment of class participation. Unpublished manuscript". San Francisco, CA: San Francisco State University.
- Popham, W. James. 2008. *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Purpura, James E. 2004. *Assessing Grammar*. Cambridge: Cambridge UP.
- Rolheiser, Carol; Ross, John A. 2001. "Student Self-Evaluation: What research says and practice shows". In Small, R. D.; Thomas, A. (eds.). *Plain Talk about Kids*. Covington, LA: Center for Development and Learning, 43-57.
- Ross, John A. 2006. "The Reliability, Validity, and Utility of Self-Assessment". *Practical Assessment, Research & Evaluation* 11(10), 1-13.
- Ross, Steven. 1998. "Self-assessment in second language testing: A meta-analysis and analysis of experimental factors". *Language Testing* 15(1), 1-19.
- Sacher, Werner. 2001. *Leistungen entwickeln, überprüfen und beurteilen*. (3rd edition). Bad Heilbrunn: Julius Klinkhardt.
- Sadler, Philip M.; Good, Eddie. 2006. "The Impact of Self- and Peer-Grading on Student Learning". *Educational Assessment* 11(1), 1-31.
- Scriven, Michael. 1967. "The methodology of evaluation". In Tyler, Ralph (ed.). *Perspectives of curriculum evaluation*. Chicago, IL: Rand McNally, 39-83.

- Sharma, Rajeev; Jain, Amit; Gupta, Naveenta; Garg, Sonia; Batta, Meenal; Dhir, Shashi K. 2016. "Impact of self-assessment by students on their learning". *International Journal of Applied and Basic Medical Research* 6, 226-229.
- Shepard, Lorrie; Hammerness, Karen; Darling-Hammond, Linda; Rust, Frances; Snowden, Joan; Gordon, Edmund. 2005. "Assessment". In Darling-Hammond, Linda & Bransford, John. (Eds.). *Preparing teachers for a changing world: What teachers should learn and be able to do*. Indianapolis, IN: Jossey-Bass, 275-326.
- Stern, Thomas. 2010. *Förderliche Leistungsbewertung*. Wien: ÖZEPS.
- Strong, Brent; Davis, Mark; Hawks, Val. 2004. "Self-Grading In Large General Education Classes: A Case Study". *College Teaching* 52(2), 52-57.
- Taras, Maddalena, 2001. "The Use of Tutor Feedback and Student Self-Assessment in Summative Assessment Tasks: Towards transparency for students and for tutors". *Assessment and Evaluation in Higher Education* 26(6), 605-614.
- Taras, Maddalena. 2008. "Issues of power and equity in two models of self-assessment". *Teaching in Higher Education* 13(1), 81-92.
- Taras, Maddalena. 2010. "Student self-assessment: Processes and consequences". *Teaching in Higher Education* 15(2), 199-209.
- Taylor, Lynda. 2005. "Key Concepts in ELT: Washback and impact". *ELT Journal* 59(2), 154-155.
- Tierney, Robert L.; Carter, Mark A.; Desai, Laura E. 1991. *Portfolios in the reading-writing classroom*. Norwood, MA: Christopher Gordon.
- Turner, Carolyn. 2012. "Classroom assessment". In Fulcher, Glenn; Davidson, Fred (eds.). *The Routledge Handbook of Language Testing*. London: Routledge, 65-78.
- Underhill, Nic. 1987. *Testing spoken language: A handbook of oral testing techniques*. Cambridge: Cambridge UP.
- Wong, Kevin M.; Mak, Pauline. 2019. "Self-Assessment in the Primary L2 Writing Classroom". *The Canadian Modern Language Review* 75(2), 183-196.

12. Appendix

12.1. Global analysis sheets

Table 13. *Prime Time 5*: global analysis grid.

Book: <i>Prime Time 5</i>	
Author/s	Hellmayr, Georg; Waba, Stephan; Mlakar, Heike Testen und Fördern (TF): Wohlgemuth-Fekonja, Bettina Language in Use (LiU): Hellmayr, Georg; Waba, Stephan
Year of publication	2010 TF: 2014 LiU: 2013
Publisher	ÖBV (Österreichischer Bundesverlag)
Materials	Student's textbook (SB) Teacher's handbook Testen und Fördern (TF) (exercises for listening, reading, writing and LiU with solutions and cross-references to student's book) Prime Time 5/6 – Language in Use (LiU) (exercises with key)
Grade and language level	1 st grade upper secondary (AHS) 14-15 years olds (B1)
Structure of students' book(s)	SB: table of contents, Unit 1 – 10, writing guide, grammar, vocabulary, solutions to the Check-out pages, references TF: table of contents, Einstiegstest, Nachtest, 4 tests, solutions. LiU: table of contents, vocabulary, grammar, key, references.
Structure of units	SB: check-out page(s) after each unit. Recurring features: fact file, word bank, grammar input, useful phrases, tips TF: / LiU: /
Number of pages	192
Number of SATs	10
Number of pages for SATs	16

<p>Aims and objectives (quotations)</p>	<p>Die Förderung des autonomen und eigenverantwortlichen Lernens über die Schule hinaus ist ein zentrales Anliegen von <i>Prime Time</i> (Hellmayr, Waba & Mlakar 2010b: 3).</p> <p>Die Ergebnisorientierung in <i>Prime Time</i> wird ergänzt durch die Bewusstmachung der einzelnen Schritte, die nötig sind, um eine angestrebte Textsorte und oder ein kommunikatives Ziel zu erreichen (Hellmayr, Waba & Mlakar 2010b: 3).</p> <p>Durch die Erarbeitung der notwendigen sprachlichen Inventare, möglicher Inhalte und der jeweiligen Textmerkmale werden die Lernenden an ein systematisches, reflektierendes Verfahren herangeführt, das sie befähigt, in Zukunft (auch über die Schule hinaus) selbstständig ihre Sprachkenntnisse zu erweitern (Hellmayr, Waba & Mlakar 2010b: 3).</p> <p>Die Schülerinnen und Schüler werden somit in <i>Prime Time</i> angeleitet, sich als Gestalter/innen ihres persönlichen Lernprozesses zu sehen. Sie lernen, die Verfahren auszuwählen, die ihrem Lernstil am ehesten entsprechen. Damit wird lebenslanges Lernen initiiert (Hellmayr, Waba & Mlakar 2010b: 3).</p> <p>Der zweite große Schwerpunkt von <i>Prime Time</i> liegt daher auf einer konsequenten Anwendungsorientierung. Der eigenständige Gebrauch der Fremdsprache, das authentische, autonome Sprachhandeln werden verstärkt gefördert. [...] Gesprächssituationen und interkulturelle Begegnungen werden in <i>Prime Time</i> mittel <i>role plays</i> vertieft (Hellmayr, Waba & Mlakar 2010b: 3).</p> <p>Durch verschiedene Sozialformen werden bei den Lernenden Teamfähigkeit und kooperatives Verhalten angebahnt (Hellmayr, Waba & Mlakar 2010b: 6).</p> <p>Medienkompetenz wird in <i>Prime Time 5</i> durch die Arbeit mit dem Internet [...] und den Umgang mit authentischen Websites [...] gefördert (Hellmayr, Waba & Mlakar 2010b: 7).</p> <p>Die Aufgabenstellungen in <i>Prime Time</i> wurden nach den Kriterien des österreichischen Lehrplans und des Gemeinsamen Europäischen Referenzrahmen für Sprachen (GERS) erarbeitet und leiten die Schülerinnen und Schüler an, diese Aspekte der Sprache altersgerecht und dem jeweiligen Niveau entsprechend besonders zu üben (Hellmayr, Waba & Mlakar 2010b: 4).</p>
<p>Explicit statement on SA</p>	<p>Aufgrund der wachsenden Bedeutung autonomer und individualisierter Lernprozesse müssen die Lernenden heute zunehmen selbstständig über erreichte Lernfortschritte nachdenken und diese dokumentieren (Hellmayr, Waba & Mlakar 2010b: 3).</p> <p>Auf der <i>Check-out</i>-Seite jeder Unit können die Schülerinnen und Schüler ihre Lernleistung in der jeweiligen Unit selbst</p>

	<p>einschätzen. Die Bewusstmachung von Lernprozessen wird durch <i>Now you can</i>-Statements zu Beginn dieser <i>Check-out</i>-Seiten gefördert, die die kommunikativen und strukturellen Lerninhalte der Unit auflisten. Die anschließenden Übungen, in denen die Schülerinnen und Schüler die Schwerpunkte der Unit anwenden können, geben Gelegenheit zur Selbstkontrolle und zur Einschätzung des Lernfortschritts. Die jeweiligen GERS-Deskriptoren geben den Schülerinnen und Schülern dort einen Anhaltspunkt, nach welchen Kriterien ihre Leistungen beurteilt werden können.</p> <p>Schüler/innenselbstkontrolle wird auch gefördert, indem die Lösungen dieser Aufgaben am Ende des Buches für die Schülerinnen und Schüler angegeben werden (Hellmayr, Waba & Mlakar 2010b: 3).</p> <p>Querverweise zum <i>writing guide</i> und zur <i>grammar</i> erleichtern das eigenständige Nacharbeiten (Hellmayr, Waba & Mlakar 2010b: 3).</p>
--	--

Table 14. *Make Your Way 5*: global analysis grid.

Book: <i>Make Your Way 5</i>	
Author/s	Davis, Robin; Gerngroß, Günter; Holzmann, Christian; Lewis-Jones, Peter; Puchta, Herbert. Testen und Fördern (TF): Wohlgemuth-Fekonja, Bettina
Year of publication	2010 TF: 2014
Publisher	ÖBV (Österreichischer Bundesverlag)
Materials	Students' book (SB) Teacher's Handbook (TB) Testen und Fördern (TF)
Grade and language level	1 st grade upper secondary (AHS) 14-15 years olds - B1
Structure of students' book(s)	SB: table of contents, 6 extensive units, 7 compact units, references TF: table of contents, Einstiegstest, Nachtest, 4 tests, solutions. (identical with Prime-Time TF book)
Structure of units	SB: vocabulary station, becoming familiar with, tip. TF: /
Count of pages	SB: 208
Count of SATs	0

Count of pages for SATs	0
Aims and objectives	<p>Jede Unit trainiert in ausgewogener Weise die Skills <i>Listening, Reading, Speaking</i> und <i>Writing</i> (Davis et al. 2010b: 3).</p> <p><i>Internet projects</i> regen zu projektorientiertem Arbeiten an, <i>Learning strategies</i> und <i>Reading tips</i> unterstützen das selbstständige Lernen und Lesen (Davis et al. 2010b: 3).</p> <p>Becoming familiar with ...: Im Anschluss an jede Unit führt die <i>Section Becoming familiar with ...</i> in die maturarelevanten Testformate für <i>Listening, Reading, Language in Use</i> und <i>Writing</i> ein und bietet dazu Übungsbeispiele sowie ausführliche Tipps für den Umgang mit den Testformaten an (Davis et al. 2010b: 3).</p> <p>Der Language booster sieht vertiefende Übungen zu Kollokationen und Phraseologismen, wie sie für idiomatisches Alltagsenglisch typisch sind, vor und dient gleichzeitig der Bewusstmachung – <i>Awareness raising</i> – sprachlicher Strukturen (Davis et al. 2010b: 4).</p> <p>Ebenso ist für jede Unit ein Internet project vorgesehen, bei dem Schülerinnen und Schüler eigenständig recherchieren und diese Recherche nachvollziehbar dokumentieren sollen (Davis et al. 2010b: 4).</p>
Explicit statement on SA	/

Table 15. *English to go 4*: global analysis grid.

Book: <i>English to go 4</i>	
Author/s	Westfall, Tanja; Weber, Charlie. LJ: Westfall, Tanja
Year of publication	2006 LJ: 2007
Publisher	ÖBV (Österreichischer Bundesverlag)
Materials	Coursebook (CB) Workbook regular (WB) (& workbook bonus) Learning journal (LJ) Teachers' handbook (TB)
Grade and language level	4 th grade lower secondary 13-14 years olds – A2/B1

Structure of students' book(s)	<p>CB: table of contents, 16 units, grammar overview, language to go, glossary.</p> <p>WB: table of contents, 16 units, irregular verbs.</p> <p>LJ: explanations, table of contents, 6 sections: getting started, speaking, reading, writing, words and phrases, my tests.</p>
Structure of units	<p>CB: project at the end of every unit, progress check after 4 units. recurring elements: grammar to go, language to go</p> <p>WB: small self-check after each unit, revision part after 4 units, bigger self-check after 4 units recurring elements: language to go, learning tips.</p> <p>LJ: /</p>
Count of pages	<p>CB: 144</p> <p>WB: 112</p> <p>LJ: 80</p>
Count of SATs	<p>CB: 5</p> <p>WB: 32</p> <p>LJ: learning journal – extra tool for reflection</p>
Count of pages for SATs	<p>CB: 5</p> <p>WB: 32</p> <p>LJ: 80</p>
Aims and objectives	<p>Der Wortschatz wurde nach den angestrebten Niveaus (A2 bzw. B1) der Bildungsstandards für die 8. Schulstufe zusammengestellt und umfasst so <i>basic skills</i>, die nachhaltig erworben werden sollen (Westfall & Weber 2006d: 3).</p> <p>Wichtiges Vokabular und Tipps für die Anwendung von Ausdrücken oder Strukturen werden in der Language to go und dem Tip Boxen verankert. Die relevante Grammatik wird in einer eigenen Grammar to go Box präsentiert, der meistens eine Discovery-Übung vorangestellt ist, damit die Lernenden soweit wie möglich die Regeln und Strukturen der englischen Grammatik zuerst für sich selbst entdecken können (Förderung von <i>language awareness</i>). Die Erklärungen zur Grammatik basieren auf den aktuellsten Grammatik-Publikationen. Neben den rein formalen Kriterien (etwa die Bildung einer bestimmten grammatikalischen Struktur) legen wir das eigentliche Augenmerk auf die Anwendung (funktionale Grammatik). Weiters unterscheiden wir zwischen Anwendungen beim Schreiben und Sprechen (Westfall & Weber 2006d: 4).</p> <p>Ihr Radioprogramm [Weekend live] in den Bänden 3 und 4 hat einen neuen Namen, ist professioneller und entspricht ihrem Alter. Die Ziele bleiben gleich: Unterhaltung, Konsolidierung der erworbenen Sprache und Unterstützung</p>

	<p>von <i>literacy skills</i>. Ebenso wie bei der Auswahl von längeren Texten haben wir mit dem Hörspiel ein weiteres, verstecktes Ziel: einen Gegenpol zur reinen Fernsehkultur zu bieten (Westfall & Weber 2006d: 4).</p> <p>Wir erwarten uns nicht Perfektion (Niveau C2) in der Leistung, sondern gelungene Kommunikation (Westfall & Weber 2006d: 6).</p>
<p>Explicit statement on SA</p>	<p>Am Ende jedes Teiles gibt es im Coursebook das Radioprogramm <i>Weekend live</i>, das zur Konsolidierung der erworbenen Inhalte und Strukturen dient, und einen <i>progress check</i> zur Standortbestimmung. Parallel zu den Wiederholungsphasen im Coursebook gibt es weiterhin in den Workbooks eine <i>revision unit</i>, anhand derer die Lernenden Inhalte und Strukturen der letzten vier Units wiederholen und ihre Arbeit selbst korrigieren können. Die Formulierung der <i>self-checks</i> im Workbook orientiert sich an der vom Ministerium approbierten österreichischen Ausgabe des Europäischen Sprachenportfolios bzw. an dem <i>Gemeinsamen Europäischen Referenzrahmen</i> des Europarats (Westfall & Weber 2006d: 3).</p> <p>Lernerautonomie wird durch regelmäßige Selbstevaluierung (<i>I can-statements</i> und <i>self-checks</i>) gefördert und wichtige <i>words and phrases</i> aus der Unit, die zum aktiven Wortschatz der Lernenden werden soll, werden als <i>mappings</i> und strukturierte Listen am Ende der Workbook-Unit präsentiert (Westfall & Weber 2006d: 3).</p> <p>Die Lerntipps (verbunden mit Übungen) im Workbook sind weiterhin auf Deutsch ebenso wie die <i>I can-statements</i> (Westfall & Weber 2006d: 3).</p> <p>Am Ende des Jahres (Unit 16) machen die Lernenden wieder ein Portfolio-Projekt, um ihren Lernerfolg zu präsentieren (Westfall & Weber 2006d: 4).</p> <p>Progress check: Helfen Sie den S/S, die Checkliste auszufüllen. Option: Fragen Sie die Klasse, ob und wo sie Rufzeichen verwendet haben. Wenn mehrere S/S Probleme beim gleichen Thema haben, können Sie eine <i>mini-lesson</i> zu diesem Thema abhalten (Westfall & Weber 2006d: 33, 50, 70, 86).</p>

Table 16. *More! 4*: global analysis grid.

Book: <i>More!4</i>	
Author/s	Gerngroß, Günter; Puchta, Herbert; Holzmann, Christian; Stranks, Jeff; Lewis-Jones, Peter. Teacher's Book (TB): Kamauf, Ulrike; Sprung, Waltraud; Gerngroß, Günter; Puchta, Herbert; Holzmann, Christian.
Year of publication	2013
Publisher	Helbling Languages
Materials	Student's Book – General Course (SB) Workbook – General Course (WB) Teacher's Book – General Course: Teil A: Didaktischer Kommentar und Lehrstoffverteilung Teacher's Book – General Course: Teil B: Worksheets Cyber Homework – General Course: Offline Kopiervorlagen (online homework provided; in here offline copy material for students without internet access)
Grade and language level	4 th grade lower secondary 13-14 years olds – A2/B1
Structure of students' book(s)	SB: table of contents, 14 units, extra unit, CLIL units for history, science, biology, geography, wordlist, irregular verbs, classroom language, English sounds, references. WB: table of contents, according 14 units, extra unit, Bildungsstandards, references.
Structure of units	SB: uniform structure: input, (DVD tasks in 9 out of 14 units), essential English, progress check after 4 units. recurring elements: grammar boxes, portfolio tasks WB: vocabulary lists at the end of each unit.
Count of pages	SB: 169 WB: 124
Count of SATs	SB: 4 progress checks, 15 portfolio tasks WB: /
Count of pages for SATs	SB: 23 WB: /
Aims and objectives	Mit der Einführung von MORE! wurde erstmals ein Lehrwerk vorgelegt, das in einzigartiger Weise den Anforderungen eines modernen Fremdsprachenunterrichts sowohl im Einklang mit den Zielen des GERS (Gemeinsamer Europäischer Referenzrahmen für Sprachen) als auch hinsichtlich der neuen Lehrplanforderung nach zielorientierter Einbeziehung der neuen Informationstechnologien erstellt wurde (vgl. Bgbl. II

	<p>Nr.210 v.18.6.2008). Die Veränderungen in der österreichischen Schullandschaft in der Sekundarstufe I machten es notwendig, den Einsatz von differenzierten Lehrwerken zu entwickeln, das speziell für den Unterricht in heterogenen Lerngruppen konzipiert ist, in denen es eine große Bandbreite an unterschiedlichen Leistungsniveaus gibt (Kamauf et al. 2013a: 4).</p> <p>Bereits in den ersten drei MORE! Bänden wurde kontinuierlich das eigenständige Lernen gefördert, um ein gezieltes Hinführen zu den Bildungsstandards zu gewährleisten (Kamauf et al. 2013a: 4).</p>
<p>Explicit statement on SA</p>	<p>Writing for your portfolio bietet differenzierte themen- oder interessenbezogene Möglichkeiten zum Aufbau der Schreibfertigkeiten für alle Leistungsniveaus- Die BiSt-relevanten Formate ermöglichen Feedback an Schüler/innen anhand von analytischen Beurteilungsskalen, was wiederum gezielte und nachhaltige Kompetenzerweiterung forciert (Kamauf et al. 2013a: 6).</p> <p>MORE! 4 gibt den Schülerinnen und Schülern, wie schon in den ersten beiden [sic] Lernjahren, die Möglichkeit, ihren Lernfortschritt regelmäßig und selbstständig zu evaluieren. Der Progress Check im Student's Book (jeweils am Ende der Unit 4, 8, 11 und 14) biete Übungen, die die Schüler/innen im dritten Lernjahr in den Kompetenzbereichen Listening, Reading, Grammar, Vocabulary und Dialogue zur Selbstreflexion veranlassen. Die Schüler/innen bewerten mit Hilfe des Progress Check ihren Lernfortschritt selbst (Kamauf et al. 2013a: 5-6).</p> <p>Wie in den vorangegangenen Jahren haben die Schüler/innen mithilfe des Progress Checks die Möglichkeit, ihren Lernfortschritt selbst zu testen und zu bewerten. Spielen Sie den Hörtext zwei Mal vor; lassen Sie die Schüler/innen dann die restlichen Übungen zu den einzelnen Kompetenzen alleine erledigen. Vergleichen Sie die Ergebnisse abschließend und fordern Sie die Schüler/innen auf, ihre Antworten selbst zu kontrollieren und auszubessern. Besprechen Sie dann kurz das Abschneiden der Schüler/innen. Das Ergebnis gibt genauen Aufschluss darüber, in welchen Bereichen die Schüler/innen sehr gut bzw. weniger gut abschneiden. Für die Schüler/innen ist dies der Hinweis, wo sie verstärkt üben sollten, um so eventuell Defizite auszugleichen (Kamauf et al. 2013a: 38)</p>

12.2. Prime Time 5: Analyzed self-assessment tasks & detailed analysis sheets

1 | The world speaks English

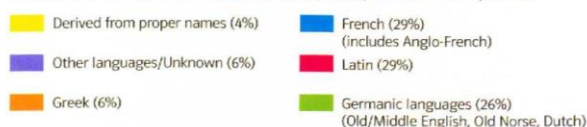
Check-out

NOW YOU CAN

- ✓ Talk about English as a global language.
- ✓ Talk about the languages you speak and learn.
- ✓ Talk about diagrams, charts and statistics.
- ✓ Comment on an audio text.
- ✓ Use the passive voice.

1 Speaking: Where does English come from?

Look at the diagram and prepare a talk about the origin of English words. Use passive constructions where possible to explain the main points.



Can give a prepared straightforward presentation on a familiar topic [...]. (B1)

2 Reading: The language school

Read the text below about a language school in the UK. Parts of the text have been removed. Choose the correct part (A–E) for the gaps (1–4). Write your answers in the boxes provided. The first one (0) has been done for you.

We welcome students from all over the world ... (0). We offer courses for all levels of proficiency. In addition, there are courses for business English and for English for further studies.

We think that you can learn a language best ... (Q1). That is why each student is placed in a real English family home where the English language is spoken all the time. In this home you will be welcomed like family ... (Q2), with everyday warmth, companionship and a true sense of belonging.

Our college cafeteria is an international meeting place where you can encounter students ... (Q3) in the world. We offer a wide choice of hot meals each day, with vegetables and salads, and we'll happily cater for special dietary requirements.

The campus is ... (Q4) with its theatres, restaurants, shops and sports and entertainment facilities.

- A and will feel like family
- B from various backgrounds from many countries
- C close to the historical city centre
- Ø on a wide range of highly flexible courses
- E if you communicate with native speakers

- 0 D ✓
- Q1
- Q2
- Q3
- Q4

Can find and understand relevant information in everyday material [...]. (B1)

Figure 5. Prime Time 5: check-out 1.1 (Hellmayr, Waba & Mlakar 2010a: 12).

3 Writing: Foreign languages – what for?

Write a text for a website in which you encourage young people to learn foreign languages. Consider the following points:

- Start like this: "It all happened to me last month/year/... when ..."
- Write about a situation where you needed to speak a foreign language.
- Explain how your language skills helped you in that situation. What was the advantage of being able to communicate?
- What kind of difficulties (if any) did you have when you wanted to talk to foreigners?
- Use this experience in your final paragraph to convince other young people to learn and/or to practise their languages.



Can write accounts of experiences, describing feelings and reactions in simple connected text. (B1)

4 Language in use: Special English

- a) Read text 1 (sentences 1–5) and then complete text 2 with phrases in the passive voice. Each of the sentences in text 1 corresponds with a sentence in text 2.
- b) Which of the two texts would you prefer?

Text 1

1. Journalists at the news service Voice of America first used Special English in 1959.
2. Even today Voice of America still employs that version of English.
3. The newsreaders read slowly and only use a limited amount of words.
4. The listeners can easily discern adjacent words because there is always a slight pause between them so that the word boundaries become clear.
5. The people who make the programmes intend to reach people who have a working knowledge of English but do not speak it regularly.

Text 2

Special English (1) at the end of the 1950s.

It is a simplified version of the English language that (2) by the United States broadcasting service Voice of America today.

The news (3) slowly, using a limited vocabulary of about 1,500 words and simplified grammar.

Adjacent words can easily (4) because there is a short pause between them so that word boundaries are clear.

Programmes in Special English (5) for an audience of people who have a working knowledge of English but do not speak it every day.

Figure 6. Prime Time 5: check-out 1.2 (Hellmayr, Waba & Mlakar 2010a: 13).

Table 17. *Prime Time 5*: check out 1, analysis grid.

ANALYSIS											
Book, Task: Prime Time 5, check-out 1 (pp. 12-13)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test			
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test		Review pages/check-out-pages	X	Questionnaire				
Comment:											
FORMAT/METHOD:						CONTENT					
Selected resp.	Limited resp.	Extended resp.				Reading	X	Monologic speaking	X	Dialogic speaking	
Multiple-choice	Gap-filling	X	Information gap			Listening		Writing	X	Grammar	X
True/false	Short-answer		Role play								Vocabulary
Discrimination	Dialogue-completion		Text production	X							
Noticing tasks			Presentation/talk	X		Goal setting		Reflecting on writing process		Can-do-statements	X
Choosing word(s) for gap	X					Can-do-statements: p.60 (B1), p.70 (B1), p.62 (B1)					
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:											
BASIS:						KEY:					
Chapter content	X	CEFR/ELP	X	Book objectives		Student's book		Teacher's book	X	No key necessary	X
Comment:	Can-do-statements based on CEFR					Key for selected or limited response exercises in back of book; extended response – not given who corrects it					
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment:	Check-out pages at the end of every unit										

Table 18. *Prime Time 5*: check out 1, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 1 (pp. 12-13)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High	X	High		High	X	High		High	High
Moderate		Moderate	X	Moderate		Moderate	X	Moderate	Moderate
Low		Low		Low		Low		Low	Low
Comment	P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts, but some real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements								

Check-out

NOW YOU CAN

- ✓ Talk about other people's personal qualities.
- ✓ Talk about your strengths and weaknesses and your plans for the future.
- ✓ Talk about features of a personal web page.
- ✓ Talk about past and future events.
- ✓ Use simple and progressive forms.

1 Speaking: One of your classmates

Talk about somebody in your class. Describe this person and say:

- who they are
- what they are like
- what they like doing
- what their strengths are
- whether you are one of their friends

Can describe people, places and possessions in simple terms. (A2)

2 Writing: Real friends?

Write an answer of about 150 words to this posting found on a discussion forum online. Include the following points:

- the difference between "real" friends and friends on Facebook
- the number of people that you would consider as friends (give reasons)

Friends on Facebook are not real friends – it's so superficial. With how many people can you really stay in touch? 10? – 40? – 400? I know people who boast that they have more than 400. They can't really mean it ...

Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. (B1)

3 Language in use: Future tenses

Underline the correct tenses to express the future.

- Marco: Hey, Pete. Naomi (helps • is helping) me to paint my room on Saturday. Do you want to help, too?
- Pete: Sounds like fun, but I can't. I (am meeting • will meet) my Austrian friend Nina at Heathrow on Saturday. Her plane (arrives • will arrive) at 2.30. And I've promised to be there.
- Marco: Oh, yes, of course. Nina! Well, I hope I (am getting • will get) the chance to meet her soon.
- Pete: If you like, we (come • will come) over to your house on Sunday morning.
- Marco: Yes, that would be great. Oh, wait, I haven't got time. I (am working • will work) in the coffee bar all day on Sunday. It (is opening • opens) at ten o'clock, and I have to be there even earlier than that.
- Pete: No problem. I (bring • will bring) Nina to the coffee bar for one of your Marco specials!

TIP

When you talk about the future, sometimes more than one tense can be correct.

Figure 7. Prime Time 5: check-out 2.1 (Hellmayr, Waba & Mlakar 2010a: 28).

4 Language in use: Present and past tenses

Complete this dialogue with the correct tenses. Be careful, there are two options that you won't need.

are been calmed didn't don't (2x) go had (2x) had been
has has gone have (2x) jumped left was went

Claire: (1) you ever
..... (2) to the US?

Thomas: No, I haven't. Have you?

Claire: Yes, I have. I (3)
to California last year.

Thomas: And did you like it?

Claire: Oh yes, I liked it a lot. Everybody was
so easy-going. You know I
..... (4) never
..... (5) Europe until
then and so this big trip was really a
first.

Thomas: I think I wouldn't like to
..... (6) there.

Claire: Why not?

Thomas: I (7) like flying, especially long distances.

Claire: How come?

Thomas: My first flight was a disaster. The weather was so bad – there (8)
heavy storms for days – and so we had a lot of problems during the flight. Almost
everybody (9) sick. As soon as the plane had touched down and
stopped in the parking position I (10) from my seat and ran to the
door. But I couldn't get out, of course. The flight attendants (11) me
down. It was so embarrassing. I (12) like it at all.

Claire: That was a bit unfortunate. I (13) never (14)
such a bad flight. Especially long-distance flights (15) normally very
smooth. I'd love to go to America again. (16) you want to come along
too, in spite of your bad experiences?



Figure 8. *Prime Time 5*: check-out 2.2 (Hellmayr, Waba & Mlakar 2010a: 29).

Table 19. *Prime Time 5*: check out 2, analysis grid.

ANALYSIS												
Book, Task: Prime Time 5, check-out 2 (pp. 28-29)												
TYPE:												
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test				
Comment:												
TOOL:												
Portfolio	Journal	Conference	Student self-generated test		Review pages/check-out-pages	X	Questionnaire					
Comment:												
FORMAT/METHOD:						CONTENT						
Selected resp.	Limited resp.			Extended resp.		Reading		Monologic speaking	X	Dialogic speaking		
Multiple-choice	Gap-filling			Information gap		Listening		Writing	X	Grammar	X	Vocabulary
True/ false	Short-answer			Role play								
Discrimination	Dialogue-completion			Text production	X							
Noticing tasks				Presentation/talk	X	Goal setting		Reflecting on writing process		Can-do-statements	X	
Choosing word(s) for gap	X					Can-do-statements: p.52 (A2), p.83 (B1)						
Matching												
Choosing correct form	X											
Rating on scale												
Assigning points												
Comment:												
BASIS:						KEY:						
Chapter content	X	CEFR/ELP	X	Book objectives		Student's book		Teacher's book	X	No key necessary	X	
Comment:	Can-do-statements based on CEFR					Key for selected or limited response exercises in back of book; extended response – not given who corrects it						
POSITION:												
Beginning of book			End of book		Middle of book			Beginning of unit			End of unit	X
Comment:	Check-out pages at the end of every unit											

Table 20. *Prime Time 5*: check out 2, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 2 (pp. 28-29)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course	X	Goal-setting	
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	
High	X	High		High	X	High		High	
Moderate		Moderate	X	Moderate		Moderate	X	Moderate	X
Low		Low		Low		Low		Low	
Comment: P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts, but real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements									

Check-out

NOW YOU CAN

- ✓ Talk about Australia (Aboriginals; settlers; nature/animals).
- ✓ Discuss discrimination.
- ✓ Take better notes while you listen for gist and details.
- ✓ Recognize when to use *let*, *make* and *have*.
- ✓ Add information with relative clauses.

1 Your turn: A talk about Australia

Give a three-minute talk about what interests you most about Australia. Make notes first.

Or: You were in Australia and had an adventure. Give a three-minute talk about it.

Can briefly give reasons and explanations for opinions, plans and actions. (B1)

2 Writing: That's how discrimination works

Write a text of about 150 words in which you explain how people are discriminated against.

- Describe at least two situations where people are treated unfairly.
- Give examples what people could do against it.

Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. (B1)

3 Speaking: Which trip is better?

Two teenagers from Europe are planning a two-week trip to Australia. One of them (A) wants to travel around in the outback. The other one (B) would like to spend the time in a city on the coast. Make notes for a role play. Think about the advantages and the disadvantages of both ideas. Then act out your role play.

Can make his/her opinions and reactions understood as regards [...] practical questions of where to go, what to do, how to organise an event (e.g. an outing). (B1)

4 Language in use: Sylvia's new job

You are going to read a text about Sylvia's new job. Some words are missing from the text. Complete the text with appropriate words. Use only one word in each gap.

My name's Sylvia, and I've just started working at a beach cafe (1) is very close to my home. The boss is OK. He lets us take food home with us sometimes, but he (2) us wear these uniforms (3) look really stupid. Carrie, the other waitress, is really nice. When I forget my mobile, she lets me borrow hers. There's a cook here, too, (4) makes all the salads, but the boss (5) the pizzas delivered from an Italian restaurant. We get all kinds of customers. There's the mum (6) tells her kids, "I'll (7) you have ice-cream if you eat up your salad first." And there are a few horrible people like the guy (8) nearly made me cry yesterday. But I (9) him wait a long time for his food! Then I dropped a plate of spaghetti on the floor. Of course the boss (10) me clean up the mess. He said to me, "You should (11) your hair cut. You can't see anything!" After that he (12) me go home early because things weren't so busy.

Figure 9. Prime Time 5: check-out 3 (Hellmayr, Waba & Mlakar 2010a: 43).

Table 21. *Prime Time 5*: check out 3, analysis grid.

ANALYSIS										
Book, Task: Prime Time 5, check-out 3 (p. 43)										
TYPE:										
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test		
Comment:										
TOOL:										
Portfolio	Journal	Conference	Student self-generated test		Review pages/check-out-pages	X	Questionnaire			
Comment:										
FORMAT/METHOD:					CONTENT					
Selected resp.	Limited resp.	Extended resp.			Reading		Monologic speaking	X	Dialogic speaking	X
Multiple-choice	Gap-filling	X	Information gap		Listening		Writing	X	Grammar	Vocabulary
True/ false	Short-answer		Role play	X						
Discrimination	Dialogue-completion		Text production	X						
Noticing tasks			Presentation/talk	X	Goal setting		Reflecting on writing process		Can-do-statements	X
Choosing word(s) for gap					Can-do-statements: p.59 (B1), p.62 (B1), p.79 (B1)					
Matching										
Choosing correct form										
Rating on scale										
Assigning points										
Comment:										
BASIS:					KEY:					
Chapter content	X	CEFR/ELP	X	Book objectives	Student's book		Teacher's book	X	No key necessary	X
Comment:	Can-do-statements based on CEFR				Key for selected or limited response exercises in back of book; extended response – not given who corrects it					
POSITION:										
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit		X
Comment: Check-out pages at the end of every unit										

Table 22. *Prime Time 5*: check out 3, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 3 (p. 43)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course			Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High	X	High		High	X	High		High	High
Moderate		Moderate	X	Moderate		Moderate	X	Moderate	Moderate
Low		Low		Low		Low		Low	Low
Comment: P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts, but real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements									

Check-out

NOW YOU CAN

- ✓ Talk about films, TV shows and your viewing habits.
- ✓ Use reading skills to research information.
- ✓ Talk about a film review.
- ✓ Improve the style of your texts by using participle constructions.
- ✓ Argue politely.
- ✓ Use dynamic and stative verbs.

11–12

1 Listening: Interviews about the use of media

You are going to listen to two interviews with teenagers about their use of the media. Study the task below, then you will hear the recording twice. While listening, decide whether the statements are true (T) or false (F). Put a ☒ in the correct box. The first one (0) has been done for you.

Statements	T	F
0 The boy was talking on the phone when the interviewer interrupted him.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. The boy uses his phone for texting more than for talking.	<input type="checkbox"/>	<input type="checkbox"/>
2. He often sends music to his friends.	<input type="checkbox"/>	<input type="checkbox"/>
3. Sally tells him that he has more numbers in his phone than the average teenager.	<input type="checkbox"/>	<input type="checkbox"/>
4. The girl uses her mobile when she wants to talk to her friends.	<input type="checkbox"/>	<input type="checkbox"/>
5. She spends less time online than the average teenager.	<input type="checkbox"/>	<input type="checkbox"/>
6. She often visits a sports chatroom.	<input type="checkbox"/>	<input type="checkbox"/>

Can understand a large part of many [...] programmes on topics of personal interest such as interviews, [...] when the delivery is [...] clear. (B1)

2 Writing: Disagreeing politely

Disagree with the comment below on the future of education. Write a text of about 100 words, disagreeing politely and expressing a different point of view.

These days, with all the modern media available, schools are not needed any more. It would be much better for young people if they got their education at home. Online lessons based on video clips or educational TV shows could be developed for all subjects. Students would be able to concentrate more easily than in a noisy classroom. There is also more information in the media than in any teacher's head!

Is aware of the salient politeness conventions and acts appropriately. (B1)

Figure 10. Prime Time 5: check-out 4.1 (Hellmayr, Waba & Mlakar 2010a: 58).

3 Language in use: Composing a formal report by using participle constructions

Rewrite what Ron says in the style of a written report. Wherever possible, use participle constructions with present or perfect participles. Also leave out words or phrases which are usually only used in spoken language. Use your exercise book.

Start like this: Walking through the park, I noticed ... At first I thought he was asleep, but having ...

Ron: "While I was walking through the park, I noticed an old man lying under a tree. Well, at first I thought he was asleep, but after I had looked at him more closely, I realised he was seriously ill. Of course, I wanted to help, so I called the emergency services on my mobile. Then when I heard the ambulance at the entrance to the park, I ran to meet the paramedics. Those guys – wow! Because they had had the right training, they were able to save the man's life. I tell you, they made a really big impression on me. Because I admired their amazing skill and knowledge, I decided to become a paramedic myself!"

4 Language in use: Simple or progressive form?

Complete this interview with the correct forms of the present tense.

Interviewer: We (1 be) in the television centre, just outside Studio B. Right now I (2 talk) to 14-year-old Lucy Freeman, and if she (3 seem) a little nervous, well, she (4 have) a good reason. Right, Lucy?

Lucy: Yes, I (5 wait) to take part in Junior Mastermind. I (6 think) I'm crazy!

Interviewer: You (7 see), viewers, Studio B (8 be) where every week four young people (9 get) the chance to appear in the famous quiz. We (10 film) this interview just before the show (11 start). So tell us what (12 go) through your head now.

Lucy: Well, I (13 try) to think how to control my hands because they (14 shake) so much. I just (15 hope) I can control my voice, too. I (16 get) very nervous now, and when that (17 happen), my voice always (18 disappear)!

Interviewer: Don't worry. You (19 speak) just fine. Your voice (20 sound) quite normal. What about your parents? I (21 expect) they (22 look) forward to seeing you in the quiz.

Lucy: Yes, they (23 sit) in the studio audience already. – Oh, someone (24 call) me now!

Figure 11. Prime Time 5: check-out 4.2 (Hellmayr, Waba & Mlakar 2010a: 59).

Table 23. *Prime Time 5*: check out 4, analysis grid.

ANALYSIS											
Book, Task: Prime Time 5, check-out 4 (pp. 58-59)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test		Student self-generated test	
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test		Review pages/check-out-pages	X	Questionnaire				
Comment:											
FORMAT/METHOD:				CONTENT							
Selected resp.	Limited resp.	Extended resp.		Reading		Monologic speaking		Dialogic speaking			
Multiple-choice	Gap-filling	X	Information gap	Listening	X	Writing	X	Grammar	X	Vocabulary	
True/ false	Short-answer		Role play								
Discrimination	Dialogue-completion		Text production	X							
Noticing tasks			Presentation/talk		Goal setting		Reflecting on writing process		Can-do-statements	X	
Choosing word(s) for gap					Can-do-statements: p.79 (B1), p.122 (B1)						
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:											
BASIS:				KEY:							
Chapter content	X	CEFR/ELP	X	Book objectives		Student's book		Teacher's book	X	No key necessary	X
Comment:	Can-do-statements based on CEFR				Key for selected or limited response exercises in back of book; extended response – not given who corrects it						
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment:	Check-out pages at the end of every unit										

Table 24. *Prime Time 5*: check out 4, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 4 (pp. 58-59)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course			X Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	
High	X	High	X	High	X	High	X	High	X
Moderate		Moderate	X	Moderate		Moderate		Moderate	
Low		Low		Low		Low		Low	
Comment: P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts but real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements									

Check-out

NOW YOU CAN

- ✓ Discuss surveys and diagrams.
- ✓ Talk about aspects of the systems of government in the UK and in the US.
- ✓ Express comparison and contrast.
- ✓ Write a pro and con text.
- ✓ Use research tools and compile information.
- ✓ Discuss and present political issues.

1 Discussion: The role of a pupils' representative

Imagine there is an election for the pupils' representative.

Discuss the topic with a partner. Choose one of the role cards each, prepare an opening statement and start the discussion.

Person A thinks that it is useless to elect a representative as he/she has no real powers to change things. The election is a waste of time.

Person B wants to take part in the election as a candidate, because he/she thinks that you do not need formal powers to bring about change. He/She tries to convince pupils to take part in the election.

Can give or seek personal views and opinions in discussing topics of interest. (B1)

2 Writing: The British system of government

Write an article for an online encyclopaedia for teenagers about aspects of the British system of government. Use the information from the previous pages to start your research. Consider the following points:

- a comparison between the House of Commons and the House of Lords
- the role of the Monarch
- the role of the Cabinet

Can write short, simple essays on topics of interest. (B1)

3 Reading: UK 2005 election statistics

Read the text below, then decide whether the statements (1–7) are true (T) or false (F). Put a ☒ in the correct box. The first one (0) has been done for you.

The results of the 2005 General Election in the UK show that the Labour Party only won 36% of the votes, which was 5% less than in 2001. The statistics also show that the Labour Party achieved the lowest number of votes of any winning political party. However, they won 66 seats more than all the other parties combined. Although the Conservatives received about 60,000 votes more than Labour, they won 92 seats less than Labour within England.

With 36% of the votes cast Labour managed to win 55% of the seats in the Commons whereas the Conservatives only got 30% of the seats but 33% of the votes. The Liberal Democrats, however, got 10% of the seats with about 22% of the votes cast.

As fewer seats in the House of Commons mean less power, the clear winner was Labour in spite of their losses.

Although the overall turnout was slightly higher than in 2001 (up 2%), more than one third (38.7%) of those registered to vote chose to stay away – a clear sign that many people are unhappy about the first-past-the-post system (majority system).

Figure 12. Prime Time 5: check-out 5.1 (Hellmayr, Waba & Mlakar 2010a: 72).

Statements

		T	F
0	Labour was first in the General Election in the UK in 2005 because they won 36% more votes than in 2001.		X
1.	They lost the lowest number of votes of any winning party.		
2.	In England Labour won 92 more seats than the Conservatives.		
3.	In England Labour received fewer votes than the Conservatives.		
4.	The Liberal Democrats got 10% more votes than the Conservatives.		
5.	The overall turnout of those registered to vote was more than 38%.		
6.	Many people feel unhappy about the British voting system.		

Should Scotland become an independent country?

Should England become independent of Scotland, Wales & Northern Ireland?

4 Language in use: Union in danger

You are going to read a text about Scottish independence. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1-7). Write your answers in the boxes provided. The first one (0) has been done for you.

A clear ... (0) of people in both England and Scotland are in favour of full independence for Scotland, a recent ... (Q1) has found. The ... (Q2) on the right show that an astonishing 59 ... (Q3) English voters want Scotland to be independent but only 52 ... (Q4) Scots back the idea of separation. With respect to England the situation is different. Almost ... (Q5) the English voters (48 per cent) want complete independence for England, separating itself from Wales and Northern Ireland as well. These ... (Q6) also ... (Q7) Scottish voters back an English breakaway with only 45 per cent.

0 A group	B majority	C per cent	D part
Q1 A interview	B question	C opinion poll	D diagram
Q2 A tables	B pie charts	C lines	D statements
Q3 A of	B per cent	C percentage	D per cent of
Q4 A per cent of	B people from	C out of	D number of
Q5 A half	B halves	C half of	D in half
Q6 A drawings	B notes	C diagrams	D pies
Q7 A show that	B refer to	C describe	D point out

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
0							
B							

Figure 13. Prime Time 5: check-out 5.2 (Hellmayr, Waba & Mlakar 2010a: 73).

Table 25. Prime Time 5: check out 5, analysis grid.

ANALYSIS											
Book, Task: Prime Time 5, check-out 5 (pp. 72-73)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test			
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test		Review pages/check-out-pages	X	Questionnaire				
Comment:											
FORMAT/METHOD:						CONTENT					
Selected resp.	Limited resp.		Extended resp.		Reading	X	Monologic speaking		Dialogic speaking		X
Multiple-choice	Gap-filling		Information gap		Listening		Writing	X	Grammar	X	Vocabulary
True/false	X	Short-answer	Role play	X							
Discrimination	Dialogue-completion		Text production	X							
Noticing tasks			Presentation/talk		Goal setting		Reflecting on writing process		Can-do-statements		X
Choosing word(s) for gap	X				Can-do-statements: p.77 (B1), p.62 (B1), p.70 (B1)						
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:											
BASIS:						KEY:					
Chapter content	X	CEFR/ELP	X	Book objectives		Student's book		Teacher's book	X	No key necessary	X
Comment:	Can-do-statements based on CEFR					Key for selected or limited response exercises in back of book; extended response – not given who corrects it					
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment:	Check-out pages at the end of every unit										

Table 26. *Prime Time 5*: check out 5, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 5 (pp. 72-73)									
IMPLEMENTATION:									
Collaborative definition of criteria	Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting	
Students can conduct it independently	X Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements		
Possibility to adapt to students' need	Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know		
Development of SA skills	X Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references		
Comment:									
QUALITIES (if applicable):									
Practicality	Reliability	Validity	Authenticity	Impact		Interactiveness			
High	X High	High	X High	High	High		High		
Moderate	Moderate	X Moderate	Moderate	X Moderate	Moderate		Moderate	X Moderate	X
Low	Low	Low	Low	Low	Low		Low	Low	
Comment:	P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts but real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements								

Check-out

NOW YOU CAN

- ✓ Talk about strange realities and illusions.
- ✓ Discuss short stories and analyse story elements.
- ✓ Develop a story line and write a short story yourself.
- ✓ Talk about pictures.
- ✓ Use modal verbs and their substitutes.

1 Your turn: A talk show in class

In small groups, prepare a talk show on the topic "Reality shows on TV". Half of the group prepares arguments in favour of reality shows, half of the group is against them. One person is the talk show host who leads the discussion. Act out the show in front of the whole class.

Can take part in routine formal discussion of familiar subjects [...]. (B1)

2 Writing: A short story

You have been asked to take part in an English writing competition. Write a story beginning or ending with the words:

We were waiting outside the headmaster's office and I felt close to fainting.

Can write a description of an event [...] – real or imagined. (B1)

3 Language in use: Word formation

You are going to read a text about the painter Vincent van Gogh. Some words are missing from the text. Use the words in brackets to complete each gap (1–10). Write your answers in the spaces provided at the end of the text. The first one (0) has been done for you.

Vincent van Gogh is probably the most well ... (0 know) and most ... (Q1 influence) painter of the 19th century. Being the son of a Dutch pastor, he first worked for art dealers together with his brother Theo.

During his life, van Gogh lived in various places ... (Q2 include) Brussels, The Hague, Antwerp and Drenthe. While ... (Q3 travel), he taught himself to draw and paint, but he also worked as an English ... (Q4 teach). He moved to Paris at the age of 33 and shared an apartment with his brother Theo, who was working in an art gallery. In Paris, he first came into contact with the works of the ... (Q5 impress).

Among van Gogh's works are flower ... (Q6 paint), portraits, self portraits and images of Paris. He began his career by ... (Q7 draw) the countryside where he lived. Typical of his way of painting is his use of symbols for his emotions, like cloudy, ... (Q8 rain) days and crows flying over fields symbolising ... (Q9 sad).

One of van Gogh's most famous paintings is *Sunflowers*, which was auctioned for over \$36 million in 1995. In the last years of his life he spent time in an insane asylum and ... (Q10 eventual) – at the age of 37 – took his own life.

0 known ✓

- | | |
|----------|-----------|
| Q1 | Q6 |
| Q2 | Q7 |
| Q3 | Q8 |
| Q4 | Q9 |
| Q5 | Q10 |

Figure 14. Prime Time 5: check-out 6 (Hellmayr, Waba & Mlakar 2010a: 85).

Table 27. *Prime Time 5*: check out 6, analysis grid.

ANALYSIS											
Book, Task: Prime Time 5, check-out 6 (p. 85)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test		Student self-generated test	
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	X	Questionnaire					
Comment:											
FORMAT/METHOD:				CONTENT							
Selected resp.	Limited resp.	Extended resp.		Reading		Monologic speaking		Dialogic speaking		X	X
Multiple-choice	Gap-filling	X	Information gap	Listening		Writing	X	Grammar		Vocabulary	X
True/ false	Short-answer		Role play								
Discrimination	Dialogue-completion		Text production								
Noticing tasks			Presentation talk								
Choosing word(s) for gap				Goal setting		Reflecting on writing process		Can-do-statements		X	X
Matching				Can-do-statements: p.78 (B1), p.62 (B1)							
Choosing correct form											
Rating on scale											
Assigning points											
Comment:											
BASIS:				KEY:							
Chapter content	X	CEFR/ELP	X	Book objectives		Student's book		Teacher's book	X	No key necessary	X
Comment: Can-do-statements based on CEFR				Key for selected or limited response exercises in back of book; extended response – not given who corrects it							
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit		X	X
Comment: Check-out pages at the end of every unit											

Table 28. *Prime Time 5*: check out 6, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 6 (p. 85)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability	Validity	Authenticity		Impact		Interactiveness	
High	X	High	High	X	High	High		High	
Moderate		Moderate	X	Moderate	Moderate	Moderate	X	Moderate	X
Low		Low	Low		Low	Low		Low	
Comment:	P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts, but real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements								

Check-out

NOW YOU CAN

- ✓ Talk about human rights issues.
- ✓ Judge when to use gerunds and infinitive forms.
- ✓ Discuss tolerance, respect and moral values.
- ✓ Write a formal letter of complaint.
- ✓ Use gerunds and infinitives.



1 Writing: A letter of complaint

You have just come back from a school trip to an English-speaking country. The following things went wrong: your host family did not show any interest in you and your return flight was delayed by three hours. Write a letter of complaint to the company offering the trip.

Can write [...] letters describing experiences, feelings and events in some detail. (B1)

2 Language in use: Gerunds and infinitives

1. Craig Kielburger wanted (make) life better for children in Asia.
2. He couldn't stand (hear) about the awful sweatshops in the developing world.
3. The children were the reason for him (do) something about their problems.
4. So he decided (become) active himself.
5. He didn't stop (think) that he might be too young himself to help anyone.
6. His parents finally stopped (tell) him not to go.
7. They allowed him (travel) to Asia with a group of Canadian human rights activists.
8. Craig didn't mind (be) the world's youngest human rights activist.
9. Actually, people were interested in (find) out about him because he was so young.

3 Language in use: The Civil Rights Movement

You are going to read a text about the civil rights movement in the USA. Some words of the text are missing. Choose from the list (A–M) the correct part for each gap (1–10) in the text. There are two extra words that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

In the 1950s it was not possible for black people to get a good ... (0). They were not allowed to go to the same schools as ... (Q1), and the schools which blacks were made to ... (Q2) were not as good. This meant that many black people could not read or write. Even if black ... (Q3) managed to ... (Q4) all their high school exams, they did not have the chance to go to a good ... (Q5) or university. Even when the ... (Q6) were changed, many states in the South were not ... (Q7) to open all their schools. Soon black students began to organise ... (Q8) against ... (Q9). They decided not to attend their lessons and ... (Q10), and they let reporters interview them and take photos of their meetings.

A adults	H problems	0 E ✓	Q6 <input type="text"/>
B attend	I protests	Q1 <input type="text"/>	Q7 <input type="text"/>
C college	J segregation	Q2 <input type="text"/>	Q8 <input type="text"/>
D courses	K teenagers	Q3 <input type="text"/>	Q9 <input type="text"/>
E education	L whites	Q4 <input type="text"/>	Q10 <input type="text"/>
F laws	M willing	Q5 <input type="text"/>	
G pass			

Figure 15. Prime Time 5: check-out 7 (Hellmayr, Waba & Mlakar 2010a: 97).

Table 29. *Prime Time 5*: check out 7, analysis grid.

ANALYSIS											
Book, Task: Prime Time 5, check-out 7 (p. 97)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test			
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test		Review pages/check-out-pages	X	Questionnaire				
Comment:											
FORMAT/METHOD:					CONTENT						
Selected resp.	Limited resp.	Extended resp.	Reading	Monologic speaking	Dialogic speaking						
Multiple-choice	Gap-filling	X	Information gap	Listening	Writing	X	Grammar	X	Vocabulary		X
True/ false	Short-answer		Role play								
Discrimination	Dialogue-completion		Text production	X							
Noticing tasks			Presentation/talk		Goal setting		Reflecting on writing process		Can-do-statements		X
Choosing word(s) for gap	X				Can-do-statements: p.83 (B1)						
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:											
BASIS:					KEY:						
Chapter content	X	CEFR/ELP	X	Book objectives	Student's book		Teacher's book	X	No key necessary		X
Comment:	Can-do-statements based on CEFR				Key for selected or limited response exercises in back of book; extended response – not given who corrects it						
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment:	Check-out pages at the end of every unit										

Table 30. *Prime Time 5*: check out 7, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 7 (97)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment									
QUALITIES (if applicable):									
Practicality		Reliability	Validity	Authenticity	Impact	Interactiveness			
High	X	High	High	X	High	High			
Moderate		Moderate	Moderate	Moderate	Moderate	Moderate			
Low		Low	Low	Low	Low	Low			
Comment		P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts but real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements							

Check-out

NOW YOU CAN

- ✓ Talk about how to produce and promote your own music.
- ✓ Discuss songs and their messages.
- ✓ Present information on music production and the history of music in various forms.
- ✓ Extract information from reading material.
- ✓ Use adjectives and adverbs of manner and degree.

1 Dialogue: MP3 players – Music in your ears

Discuss the use of MP3 players with your partner. One of you is against the widespread use of MP3 players, the other one supports it strongly. The items below will give you some ideas.

everywhere disturbing contact sound pollution distracting
traffic public transport freedom all the time no time to think

1. What is good about them?
2. What is annoying?
3. What makes them dangerous in certain situations?
4. Where should you use them?
5. Where not?

Can express belief, opinion, agreement and disagreement politely. (B1)

2 Writing: File-sharing sites on the internet

In 2010 the Irish musician Bono of U2 wrote the following lines in the New York Times.

A decade's worth of music file-sharing [...] has made clear that the people it hurts are the creators – in this case, the young, fledgling songwriters¹⁰ who can't live off ticket and T-shirt sales [...] and the people this reverse Robin Hooding benefits are rich service providers, whose swollen profits perfectly mirror the lost receipts of the music business.

Write a letter of about 200 words to the editor of the New York Times commenting on this opinion from the point of view of a young musician who uses the internet as an opportunity to get famous.

- Describe your own experience as a musician with file-sharing sites on the internet.
- Explain whether you share Bono's criticism.
- Suggest an alternative system for music download services on the internet that would improve the situation for everyone involved.

Can produce simple connected texts on topics which are familiar or of personal interest. (B1)

3 Language in use

Choose the correct form (adjective or adverb).

1. No matter how hard/hardly I tried, I could not remember the street name.
2. I haven't seen you late/lately, what have you been up to?
3. I near/nearly didn't make it on time.
4. She was serious/seriously hurt in the accident.
5. I have to work late/lately tonight – can you wait for me?
6. I hard/hardly realised that she looks total/totally different now.
7. She talked to me friendly/in a friendly way.

¹⁰ fledgling songwriters: songwriters at the beginning of their careers

Figure 16. Prime Time 5: check-out 8 (Hellmayr, Waba & Mlakar 2010a: 111).

Table 31. *Prime Time 5*: check out 8, analysis grid.

ANALYSIS											
Book, Task: Prime Time 5, check-out 8 (p. 111)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test			
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	X	Questionnaire					
Comment:											
FORMAT/METHOD:							CONTENT				
Selected resp.	Limited resp.	Extended resp.	Reading	Monologic speaking	Dialogic speaking	X					
Multiple-choice	Gap-filling	Information gap	Listening	Writing	Grammar	X	Vocabulary				
True/ false	Short-answer	Role play	X								
Discrimination	Dialogue-completion	Text production	X								
Noticing tasks		Presentation/talk		Goal setting	Reflecting on writing process	Can-do-statements	X				
Choosing word(s) for gap				Can-do-statements: p.77 (B1), p.24 (B1)							
Matching											
Choosing correct form	X										
Rating on scale											
Assigning points											
Comment:											
BASIS:							KEY:				
Chapter content	X	CEFR/ELP	X	Book objectives		Student's book	Teacher's book	X	No key necessary	X	
Comment:	Can-do-statements based on CEFR Key for selected or limited response exercises in back of book; extended response – not given who corrects it										
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment:	Check-out pages at the end of every unit										

Table 32. *Prime Time 5*: check out 8, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 8 (p. 111)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability	Validity	Authenticity		Impact		Interactiveness	
High	X	High	High	X	High	High		High	
Moderate		Moderate	Moderate		Moderate	Moderate	X	Moderate	X
Low		Low	Low	Low	Low	Low		Low	
Comment:	P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts but real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements								

Check-out

NOW YOU CAN

- ✓ Talk about choosing a career and making plans for the future.
- ✓ Talk about personal skills.
- ✓ Write a letter of application and your CV.
- ✓ Use indirect speech.
- ✓ Use participles to link sentences and express what you watched people doing.
- ✓ Deal with interviews.

1 Talking about jobs

a) Talk about one of the photos. Say ...

- where you think the people are.
- what they have to do in their job.
- what the pros and cons are.
- what kind of person is suited to this work.



b) Explain why you would or would not like to do the job yourself.

Can reasonably fluently sustain a straightforward description of one of a variety of subjects. (B1)

23-24

2 Listening: Two job interviews

a) Two girls have applied for the job of library assistant. Listen to the interviews twice and take notes about what makes a good or a bad impression. Use a grid like this:

Applicants	Good points	Bad points
Sarah Marshall		
Paula Douglas		

b) Decide who should get the job. Give reasons for your choice.

Is aware of [...] the most significant differences between the customs, usages [and] attitudes [...] prevalent in the community concerned and those of his or her own. (B1)

Figure 17. Prime Time 5: check-out 9.1 (Hellmayr, Waba & Mlakar 2010a: 124).

3 Language in use: Indirect speech

A number of applicants are interested in getting a placement for work experience at a local teen radio station, where you work part-time. You are asked to collect short recordings in which they introduce themselves and then compile the different statements in a report for your boss to read. Use indirect speech.

Start like this: "The first person I met was Mandy. She said she was ..."



1. "Hello, my name's Mandy, I'm 16, and I listen to your programme every day. I am interested in anything that's got to do something with fashion. In fact, I once won a prize in a school competition where we had to design our own T-shirts. I would like to visit fashion shows and tell the listeners more about the hottest trends."

.....

.....

.....

2. "Good morning, I'm Phil. I live in Rooke Street and I have just taken my GCSEs. One of the subjects I chose was history. I do love history a lot. Are there any programmes about history in Teen Radio? I'm sorry, I haven't listened to your station yet. But I think I could make a smashing show about the Victorian times!"

.....

.....

.....

3. "Music has been the most important thing in my life ever. I listen to music all day long, but I'm rather picky. I hate pop music, for example. Why does everyone love that commercial stuff? If I were in charge of the music at Teen Radio, I would do things differently. There would be no more pop music, but hip hop 24 hours a day. Oh, I forgot to tell you my name. It's Akon."

.....

.....

.....

4 Language in use: Participles or infinitives after verbs of perception

A school has invited people with interesting jobs to talk to Year 11 students. Choose the correct verbs and complete what this speaker says with participles or infinitives.

dance say get start react talk tell stop

Let me guess your reaction when you answer the phone and hear someone (1) the word "party". You're excited, right? You can already see yourself (2) through the night to wild music! I always feel myself (3) excited, too, but for a different reason. I like to listen to callers (4) about parties because it means business! Every time I hear the phone (5) to ring, I hope it's someone who wants to use my party service! It's great to see people (6) with a "Wow!" when they see my theme designs. I work very hard. You don't often see me (7) to take a normal lunch break. But I enjoy being my own boss. I don't have to listen to someone else (8) me what to do all the time!

TIP

It is best to use participles for longer actions and infinitives for shorter actions. But the rules are not strict, so sometimes both forms are possible.

Figure 18. Prime Time 5: check-out 9.2 (Hellmayr, Waba & Mlakar 2010a: 125).

Table 33. *Prime Time 5*: check out 9, analysis grid.

ANALYSIS											
Book, Task: Prime Time 5, check-out 9 (p. 125)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test			
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	X	Questionnaire					
Comment:											
FORMAT/METHOD:						CONTENT					
Selected resp.	Limited resp.	Extended resp.		Reading		Monologic speaking	X	Dialogic speaking			
Multiple-choice	Gap-filling	Information gap		Listening	X	Writing		Grammar	X	Vocabulary	X
True/ false	Short-answer	Role play	X								
Discrimination	Dialogue-completion	Text production	X								
Noticing tasks		Presentation/talk	X	Goal setting		Reflecting on writing process		Can-do-statements			X
Choosing word(s) for gap	X			Can-do-statements: p.58 (B1), p.122 (B1)							
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:											
BASIS:						KEY:					
Chapter content	X	CEFR/ELP	X	Book objectives		Student's book		Teacher's book	X	No key necessary	X
Comment:	Can-do-statements based on CEFR					Key for selected or limited response exercises in back of book; extended response – not given who corrects it					
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment:	Check-out pages at the end of every unit										

Table 34. *Prime Time 5*: check out 9, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 9 (p. 125)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course			Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High	X	High		High	X	High		High	
Moderate		Moderate	X	Moderate		Moderate	X	Moderate	X
Low		Low		Low		Low		Low	
Comment: P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts but real-world tasks; I: can-do statements as orientation. IN: different skills and can-do-statements									

Check-out

NOW YOU CAN

- ✓ Talk about books and your opinion on them.
- ✓ Talk about literary genres.
- ✓ Deal with book reviews.
- ✓ Discuss your attitude towards poetry.
- ✓ Discuss the advantages and disadvantages of printed and digital media.
- ✓ Talk about possible and imaginary future or past events using the conditional.

25

1 Listening: The talent competition

You are going to listen to Tyler and Holly talking about participating in a competition with their film club. Study the task below, then you will hear the recording twice. While listening, complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.



0 Mr Jordan wants to keep Tyler and Holly in the film club because many other students are changing ...

to the surf club



Q1 Tyler wants to become a ...

Q2 Holly says that shooting a film usually starts ...

Q3 Holly doubts that they have much chance to win the competition, so she ...

Q4 The first prize in the talent competition is ...

Q5 According to the teacher, Tyler and Holly are ...

Q6 Holly promises to ...

Can keep up with an animated conversation between native speakers. (B2)

2 Speaking: The book first, or the DVD?

Kelly has just bought the DVD of Dracula, and she wants to watch it with Dean now. But he is reading the novel and thinks the movie would ruin it for him. Kelly disagrees.

You and your partner make notes with Kelly's/Dean's arguments. Then act out the dialogue.



Can express thoughts on more abstract, cultural topics such as films [or] books. (B1)

Figure 19. Prime Time 5: check-out 10.1 (Hellmayr, Waba & Mlakar 2010a: 138).

3 Writing: eBooks or printed books?

The librarian of your school has received extra budget to purchase new books for the library. He/She is not sure whether to invest in printed books or in the eBook technology. You, as a student representative, are asked about your opinion.

Write a formal letter of about 200 words to your librarian suggesting what to do.

In your letter, ...

- describe which technology you prefer and why.
- explain why the eBook will/won't replace the printed book.
- give examples for other types of media a school library should offer.

Can collate short pieces of information from several sources and summarise them for somebody else. (B1)

4 Language in use: Talking about possible and imaginary events using the conditional

Fill in the gaps with the words below using the correct conditional forms.

use have (3x) talk be continue turn

Amy: I wish I were an only child like you!

Tess: And I wish I had brothers or sisters like you.

Amy: Really, Tess? You wouldn't say that if you

..... (1) mine, especially my twin sister

Mel. I will get mad if she (2) to get
on my nerves much longer.

Tess: Don't be so horrible! If I (3) you

I'd try to sort out your problems with her. If you
..... (4) to her like a nice sister she will
also be nice to you, I'm sure.

Amy: You know what? Mel and I even tried to build a wall through our bedroom, but it fell down!

If we (5) steel and concrete it might have not collapsed. But Mel suggested
cardboard. What a cow.

Tess: No walls then! Mooh! But I guess you wouldn't fight so much if you (6) your
own bedrooms. Can't you turn your hobby room into your bedroom?

Amy: Brilliant idea! But if we (7) it into my room, then my parents would have to
get rid of all their junk, like Mum's fitness bike and Dad's computer. What do you think?

Tess: Hm. And your sister surely would be jealous if you (8) a bigger room.



Figure 20. *Prime Time 5: check-out 10.2* (Hellmayr, Waba & Mlakar 2010a: 139).

Table 35. Prime Time 5: check out 10, analysis grid.

ANALYSIS																	
Book, Task: Prime Time 5, check-out 10 (pp. 138-139)																	
TYPE:																	
Direct assessment of performance		X	Indirect assessment of general competence		X	Metacognitive assessment			Assessment of socio-affective factors			Student self-generated test					
Comment:																	
TOOL:																	
Portfolio	Journal		Conference			Student self-generated test			Review pages/check-out-pages		X	Questionnaire					
Comment:																	
FORMAT/METHOD:						CONTENT											
Selected resp.		Limited resp.		Extended resp.		Reading		Monologic speaking		Dialogic speaking			X				
Multiple-choice		Gap-filling		X		Information gap		Listening		X		Writing	X	Grammar	X	Vocabulary	X
True/ false		Short-answer		X		Role play		X									
Discrimination		Dialogue-completion				Text production		X									
Noticing tasks						Presentation/talk				Goal setting		Reflecting on writing process		Can-do-statements			X
Choosing word(s) for gap										Can-do-statements: p.77 (B2/D), p.74 (B1), p.96 (B1)							
Matching																	
Choosing correct form																	
Rating on scale																	
Assigning points																	
Comment:																	
BASIS:						KEY:											
Chapter content		X	CEFR/ELP		X	Book objectives		Student's book		Teacher's book		X	No key necessary	X			
Comment:		Can-do-statements based on CEFR					Key for selected or limited response exercises in back of book; extended response – not given who corrects it										
POSITION:																	
Beginning of book			End of book			Middle of book		Beginning of unit		End of unit			X				
Comment:		Check-out pages at the end of every unit															

Table 36. *Prime Time 5*: check out 10, evaluation grid.

EVALUATION									
Book, Task: Prime Time 5, check-out 10 (pp. 138-139)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course			Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Now you can-statements	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Can-do-statements give insight in what students are expected to know	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Cross-references	
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High	X	High		High	X	High		High	
Moderate		Moderate	X	Moderate		Moderate	X	Moderate	X
Low		Low		Low		Low		Low	
Comment: P: task included in book; R: students might cheat; V: different skills, different formats; A: no authentic texts but real-world tasks; I: can-do statements as orientation; IN: different skills and can-do-statements									

12.3. English to go 4: Analyzed self-assessment tasks & detailed analysis sheets

Progress check 1

✓✓ I can do this well. It is easy.

✓ I can do this. It is OK.

! I can't do this well.
It is difficult for me.

1: What's new?			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> summer activities <input type="checkbox"/> describing experiences (<i>great, good, fun</i>) <input type="checkbox"/> classroom phrases <input type="checkbox"/> express opinion and explain (<i>In my opinion ... , because</i>)	Review <input type="checkbox"/> past simple <input type="checkbox"/> present simple <input type="checkbox"/> present continuous <input type="checkbox"/> future <input type="checkbox"/> questions	<input type="checkbox"/> conversation about summer activities <input type="checkbox"/> read an article from a magazine	<input type="checkbox"/> intonation to show feelings <input type="checkbox"/> freespeak <input type="checkbox"/> talk about your summer <input type="checkbox"/> talk about trends and what is important to you <input type="checkbox"/> project: This year's trends
2: Make it to the top			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> school subjects <input type="checkbox"/> <i>plan to, want to, to be going to, will, might, have to</i> <input type="checkbox"/> goals (<i>to set, to reach, to make</i>)	Practice <input type="checkbox"/> past simple New <input type="checkbox"/> prefixes <i>un-, im-, in-, il-</i> (<i>unimportant, impossible</i>)	<input type="checkbox"/> article about a person <input type="checkbox"/> conversation about learning goals <input type="checkbox"/> article about how to set goals <input type="checkbox"/> interviews with athletes about goals	<input type="checkbox"/> talk about your goals <input type="checkbox"/> talk about a goal you have achieved <input type="checkbox"/> write down your goals for English <input type="checkbox"/> project: Goal-setting
3: Join us!			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> youth clubs and activities <input type="checkbox"/> <i>I like ... because ...</i> <input type="checkbox"/> <i>I would like to ...</i> <input type="checkbox"/> job descriptions	Practice <input type="checkbox"/> present simple <input type="checkbox"/> past simple	<input type="checkbox"/> radio announcements about club activities <input type="checkbox"/> club brochure <input type="checkbox"/> club members' stories <input type="checkbox"/> job focus: nurse, teacher, aid worker	<input type="checkbox"/> talk about youth clubs <input type="checkbox"/> talk about what you like and why <input type="checkbox"/> make up a club and design a brochure <input type="checkbox"/> talk about job skills and volunteering <input type="checkbox"/> write your résumé
4: Down under			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> describing places <input type="checkbox"/> Aboriginal stories	Practice <input type="checkbox"/> present simple <input type="checkbox"/> present perfect	<input type="checkbox"/> e-mails <input type="checkbox"/> Beth and Lucy talk about Kim's website <input type="checkbox"/> website about Australia <input type="checkbox"/> Aboriginal stories	<input type="checkbox"/> talk about Australia <input type="checkbox"/> write an entry in an online guestbook <input type="checkbox"/> project: Down under sketch

Figure 21. English to go 4: CB: progress check 1 (Westfall & Weber 2006a: 30).

Progress check 2

✓✓ I can do this well. It is easy.

✓ I can do this. It is OK.

! I can't do this well.
It is difficult for me.

5: The police report			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> racism <input type="checkbox"/> injuries and parts of the body <input type="checkbox"/> describing what happened	<input type="checkbox"/> <i>if</i> -sentences (conditional II) Practice <input type="checkbox"/> present simple and past perfect	<input type="checkbox"/> read a chat <input type="checkbox"/> understand a conversation (Jason in the hospital) <input type="checkbox"/> understand a description of something that happened <input type="checkbox"/> read an interview	<input type="checkbox"/> talk about racism <input type="checkbox"/> talk about a time you had an injury <input type="checkbox"/> do a freespeak about something that happened <input type="checkbox"/> write about something that happened
6: Eureka!			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> everyday things and what they can do <input type="checkbox"/> describing things <input type="checkbox"/> job descriptions	<input type="checkbox"/> passive (past)	<input type="checkbox"/> read about inventions <input type="checkbox"/> understand a museum tour <input type="checkbox"/> read a sketch <input type="checkbox"/> job focus: chemical technician, museum guide, chef	<input type="checkbox"/> talk about everyday life: important inventions <input type="checkbox"/> act out a sketch <input type="checkbox"/> project: invent something
7: Is the past perfect?			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> everyday life <input type="checkbox"/> family <input type="checkbox"/> job descriptions	<input type="checkbox"/> past perfect	<input type="checkbox"/> read a chat <input type="checkbox"/> understand an everyday conversation <input type="checkbox"/> read about stories of life long ago <input type="checkbox"/> job focus: cooper, brickmason, cabinetmaker/carpenter	<input type="checkbox"/> talk about "the good old days" <input type="checkbox"/> write a story you have heard <input type="checkbox"/> talk about changes in your life <input type="checkbox"/> write a diary
8: Luck of the Irish			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> Ireland: places, countryside, music <input type="checkbox"/> Austria: places, countryside, lifestyle		<input type="checkbox"/> read a chat <input type="checkbox"/> understand a conversation <input type="checkbox"/> understand descriptions of places <input type="checkbox"/> read a message board	<input type="checkbox"/> talk about Ireland <input type="checkbox"/> your language biography (languages and dialects) <input type="checkbox"/> freewrite <input type="checkbox"/> write about Austria

Figure 22. *English to go 4*: CB: progress check 2 (Westfall & Weber 2006a: 59).

✓✓ I can do this well. It is easy.

✓ I can do this. It is OK.

! I can't do this well.
It is difficult for me.

9: On a binge			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> drug and alcohol problems <input type="checkbox"/> describing what happened <input type="checkbox"/> job descriptions	<input type="checkbox"/> <i>if</i> -sentences <input type="checkbox"/> <i>to be allowed to</i>	<input type="checkbox"/> read a story <input type="checkbox"/> read a fact sheet and information about alcohol laws <input type="checkbox"/> understand dialogues <input type="checkbox"/> job focus: police officer, youth counsellor, judge	<input type="checkbox"/> talk about drug and alcohol problems <input type="checkbox"/> talk about making decisions <input type="checkbox"/> express your opinion <input type="checkbox"/> write a reading response <input type="checkbox"/> do a zig-zag debate
10: The math whiz			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> school life, learning <input type="checkbox"/> talents and strengths	<input type="checkbox"/> indirect speech: questions	<input type="checkbox"/> read an article about a genius <input type="checkbox"/> understand an interview <input type="checkbox"/> read a text about talents	<input type="checkbox"/> talk and write about pluses and minuses of something <input type="checkbox"/> do an interview <input type="checkbox"/> do a freespeak and a freewrite about your talents and strengths
11: My second family			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> everyday life <input type="checkbox"/> family <input type="checkbox"/> activities and roles in a foreign country	<input type="checkbox"/> indirect speech: statements	<input type="checkbox"/> read a report about living with a host family <input type="checkbox"/> understand everyday conversations <input type="checkbox"/> read a text about host families	<input type="checkbox"/> do a freespeak <input type="checkbox"/> talk about life in other countries <input type="checkbox"/> talk about roles when we travel <input type="checkbox"/> write a letter
12: From the inside out			
Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> cultural groups: Amish, Hmong, Oneida <input type="checkbox"/> elements of culture <input type="checkbox"/> legends		<input type="checkbox"/> read a letter <input type="checkbox"/> understand information about a place <input type="checkbox"/> work with a map <input type="checkbox"/> read stories <input type="checkbox"/> read recipes	<input type="checkbox"/> talk about the different groups <input type="checkbox"/> act out a story <input type="checkbox"/> make a poster presentation <input type="checkbox"/> project: a cultural lunch

Figure 23. *English to go 4*: CB: progress check 3 (Westfall & Weber 2006a: 90).

Progress check 4

✓✓ I can do this well. It is easy.

✓ I can do this. It is OK.

! I can't do this well.
It is difficult for me.

13: Buy now, pay later

Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> money: pocket money, spending, saving, budgeting		<input type="checkbox"/> read magazine articles <input type="checkbox"/> understand an interview about money tips <input type="checkbox"/> understand dialogues	<input type="checkbox"/> talk about money and how you deal with it <input type="checkbox"/> work out a budget problem <input type="checkbox"/> write a response in a forum <input type="checkbox"/> project: fair ad awards

14: Today and tomorrow

Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> everyday life <input type="checkbox"/> future: technology, space, feelings, clothing		<input type="checkbox"/> read a news report <input type="checkbox"/> read a story <input type="checkbox"/> understand a conversation about a film	<input type="checkbox"/> talk about the future <input type="checkbox"/> write a response <input type="checkbox"/> write a text about a crazy future <input type="checkbox"/> write a story

15: It's festival time!

Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> summer activities <input type="checkbox"/> festivals <input type="checkbox"/> milk carton boats		<input type="checkbox"/> read a chat <input type="checkbox"/> understand who won a race <input type="checkbox"/> understand instructions for building something <input type="checkbox"/> read a science report	<input type="checkbox"/> talk about your summer plans <input type="checkbox"/> plan a milk carton boat race and present your idea <input type="checkbox"/> write a letter

16: This is me!

Vocabulary	Grammar	Listening and reading	Speaking and writing
<input type="checkbox"/> revision of the year	<input type="checkbox"/> revision of the year	<input type="checkbox"/> read a letter from the authors <input type="checkbox"/> read a classmate's portfolio <input type="checkbox"/> listen to a presentation	<input type="checkbox"/> plan and prepare a portfolio or poster <input type="checkbox"/> give a presentation

Figure 24. *English to go 4*: CB: progress check 4 (Westfall & Weber 2006a: 112).

Table 37. *English to go 4*: CB: progress checks 1-4, analysis grid.

ANALYSIS											
Book, Task: English to go 4 Coursebook, Progress check 1, 2, 3, 4 (pp. 30, 59, 90, 112)											
TYPE:											
Direct assessment of performance		Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test			
Comment:											
TOOL:											
Portfolio	Journal	Conference		Student self-generated test		Review pages/check-out-pages	X	Questionnaire			
Comment:											
FORMAT/METHOD:						CONTENT					
Selected resp.	Limited resp.	Extended resp.		Reading	X	Monologic speaking	X	Dialogic speaking		X	
Multiple-choice	Gap-filling	Information gap		Listening	X	Writing	X	Grammar	X	Vocabulary	X
True/ false	Short-answer	Role play									
Discrimination	Dialogue-completion	Text production									
Noticing tasks		Presentation/talk		Goal setting		Reflecting on writing process		Can-do-statements		X	
Choosing word(s) for gap				Students have to tick the box with 1 check mark, 2 check marks or an exclamation mark according to their progress							
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:											
BASIS:						KEY:					
Chapter content	X	CEFR/ELP		Book objectives		Student's book		Teacher's book		No key necessary	X
Comment:											
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit		X	
Comment:	After 4 units										

Table 38. *English to go 4*: CB: progress checks 1-4, evaluation grid.

EVALUATION									
Book, Task: English to go 4 Coursebook, Progress check 1, 2, 3, 4 (pp. 30, 59, 90, 112)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback	X	Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE			
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Rating their progress/knowledge with symbols; teacher support suggested	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Discussion in class	
Comment									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High		High		High		High		High	High
Moderate		Moderate		Moderate		Moderate		Moderate	Moderate
Low		Low		Low		Low		Low	Low
Comment:	Not likely to be used in formal assessment								

Self-check unit 1		Datum
Ich kann ...		
Hören		
<input type="checkbox"/>	Gespräche über Sommeraktivitäten und Erlebnisse verstehen.	<input type="checkbox"/>
<input type="checkbox"/>	einen Freespeak mitverfolgen.	<input type="checkbox"/>
Lesen		
<input type="checkbox"/>	einen Text aus einer Zeitschrift über Trends verstehen.	<input type="checkbox"/>
Sprechen		
<input type="checkbox"/>	erzählen, was ich im Sommer gemacht habe.	<input type="checkbox"/>
<input type="checkbox"/>	mit jemandem über den Sommer sprechen.	<input type="checkbox"/>
<input type="checkbox"/>	einen Freespeak machen.	<input type="checkbox"/>
<input type="checkbox"/>	über Trends sprechen und dabei meine Meinung dazu ausdrücken.	<input type="checkbox"/>
Schreiben		
<input type="checkbox"/>	Fragen stellen, um mich über Trends zu informieren.	<input type="checkbox"/>
<input type="checkbox"/>	etwas präsentieren.	<input type="checkbox"/>
Wortschatz		
<input type="checkbox"/>	mindestens sieben Wörter und Phrasen zum Thema Sommeraktivitäten verwenden.	<input type="checkbox"/>
<input type="checkbox"/>	mindestens sieben Wörter und Phrasen (z. B. Adjektive, Nomen) zum Thema Trends verwenden.	<input type="checkbox"/>
<input type="checkbox"/>	Phrasen verwenden, um meine Meinung auszudrücken.	<input type="checkbox"/>

Figure 25. *English to go 4*: WB: small self-check 1 (Westfall & Weber 2006b: 9).

Self-check unit 2		Datum
Ich kann ...		
Hören		
<input type="checkbox"/>	Interviews mit Sportler/innen über ihre Ziele verstehen.	<input type="checkbox"/>
<input type="checkbox"/>	andere Schüler/innen, die über ihre Lernziele sprechen, verstehen.	<input type="checkbox"/>
Lesen		
<input type="checkbox"/>	einen Artikel aus einer Zeitschrift über einen Abenteurer verstehen.	<input type="checkbox"/>
<input type="checkbox"/>	einen Text verstehen, der davon handelt, wie man sich Ziele setzen kann.	<input type="checkbox"/>
Sprechen		
<input type="checkbox"/>	über meine Ziele und Erfolge sprechen.	<input type="checkbox"/>
<input type="checkbox"/>	anderen meine Lernziele vorstellen.	<input type="checkbox"/>
Schreiben		
<input type="checkbox"/>	meine Reaktion zu einem Text schreiben.	<input type="checkbox"/>
<input type="checkbox"/>	meine Lernziele beschreiben.	<input type="checkbox"/>
Wortschatz		
<input type="checkbox"/>	mindestens sieben Begriffe zum Thema Lernen und Lernziele verwenden.	<input type="checkbox"/>
Lernen lernen		
<input type="checkbox"/>	mir ein Lern-System überlegen und verwenden.	<input type="checkbox"/>

Figure 26. *English to go 4*: WB: small self-check 2 (Westfall & Weber 2006b: 15).

Self-check unit 3		Datum
Ich kann ...		
Hören		
<input type="checkbox"/>	Radioansagen über Vereine und Veranstaltungen verstehen.	<input type="checkbox"/>
<input type="checkbox"/>	Erzählungen über Aktivitäten in Jugendclubs verstehen.	<input type="checkbox"/>
Lesen		
<input type="checkbox"/>	einen Prospekt über einen Verein für Jugendliche verstehen.	<input type="checkbox"/>
<input type="checkbox"/>	job descriptions verstehen.	<input type="checkbox"/>
Sprechen		
<input type="checkbox"/>	über Vereinsaktivitäten sprechen und dabei ausdrücken, was mir gefällt und was nicht.	<input type="checkbox"/>
Schreiben		
<input type="checkbox"/>	über meine Fähigkeiten und Erfahrungen sprechen.	<input type="checkbox"/>
<input type="checkbox"/>	meine Meinung und Reaktion zu einem Artikel beschreiben.	<input type="checkbox"/>
<input type="checkbox"/>	meinen Lebenslauf nach einer Anleitung verfassen.	<input type="checkbox"/>
Wortschatz		
<input type="checkbox"/>	mindestens sieben Wörter und Phrasen für meinen Lebenslauf (<i>knowledge, skills, experience</i>) verwenden.	<input type="checkbox"/>

Figure 27. *English to go 4*: WB: small self-check 3 (Westfall & Weber 2006b: 22).

Self-check unit 4

Datum.....

Ich kann ...

Hören

- ☐ ein Gespräch über eine Website verstehen.
- ☐ eine Geschichte (*Aboriginal story*) verstehen.

Lesen

- ☐ E-mails (*How are you? Let's meet. Visit our website!*) verstehen.
- ☐ eine Website über ein Land verstehen.
- ☐ eine Geschichte verstehen.

Sprechen

- ☐ über den Inhalt einer Website sprechen.
- ☐ eine Geschichte, die ich gehört habe, nacherzählen.
- ☐ einen Sketch vorspielen.

Schreiben

- ☐ einen Eintrag in ein Gästebuch schreiben.
- ☐ einen Sketch schreiben.

Wortschatz

- ☐ mindestens sieben neue Wörter und Phrasen zum Thema Australien verwenden.

Figure 28. *English to go 4*: WB: small self-check 4 (Westfall & Weber 2006b: 27).

Self-check unit 5

Datum.....

Ich kann ...

Hören

- ☐ ein Gespräch über ein Ereignis (Überfall auf Jason) verstehen.

Lesen

- ☐ einen Chat-Text über ein Ereignis (Überfall auf Jason) verstehen.
- ☐ ein Interview (Polizist und Jason) verstehen.

Sprechen

- ☐ darüber sprechen, was ich in einer bestimmten Situation gemacht hätte.
- ☐ über Erfahrungen (Verletzungen, Unfälle) sprechen.
- ☐ über ein Ereignis in Form eines *freespeak* sprechen.

Schreiben

- ☐ ein Berichtsformular ausfüllen.
- ☐ einen einfachen Bericht über ein Ereignis schreiben.

Wortschatz

- ☐ mindestens sieben Begriffe zum Thema Rassismus verwenden.
- ☐ mindestens fünf Wörter und Phrasen für Körperteile und Verletzungen verwenden.

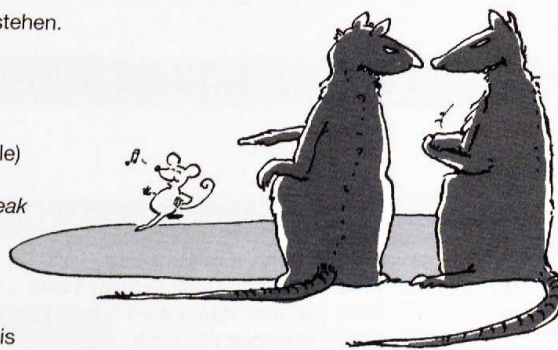


Figure 29. *English to go 4*: WB: small self-check 5 (Westfall & Weber 2006b: 36).

Self-check unit 6

Datum

Ich kann ...

Hören

- ☐ Beschreibungen von Dingen (Erfindungen) verstehen und Bildern zuordnen.
- ☐ einen Sketch verstehen.

Lesen

- ☐ einen Artikel über Erfindungen verstehen.
- ☐ einen Sketch verstehen.
- ☐ *job descriptions* verstehen.

Sprechen

- ☐ einen Text (meine Meinung, Informationen) diskutieren.
- ☐ über Alltagsleben sprechen.
- ☐ eine Rolle in einem Sketch übernehmen.
- ☐ in einem Team arbeiten und eine Idee für eine Erfindung entwickeln und präsentieren.

Schreiben

- ☐ Sätze mit Relativpronomen (*which, who, that*) verbinden.
- ☐ Notizen machen.

Wortschatz

- ☐ mindestens sieben Begriffe zum Thema Erfindungen verwenden.
- ☐ mindestens sieben *verb phrases* zum Thema Alltag verwenden.

Lernen lernen

- ☐ *creativity tips* verwenden, um Lösungen zu finden.
- ☐ Verben einsetzen, um Tätigkeiten zu beschreiben.

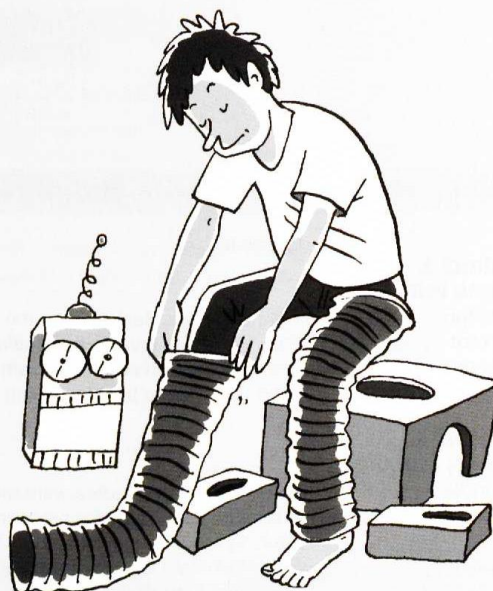


Figure 30. *English to go 4*: WB: small self-check 6 (Westfall & Weber 2006b: 42).

Self-check unit 7

Datum

Ich kann ...

Hören

- ☐ eine Erzählung (*The late date*) verstehen.

Lesen

- ☐ einen Chat-Text über das Leben heute und das Leben älterer Generationen verstehen.
- ☐ Erinnerungen und Geschichten aus der Kindheit verstehen.
- ☐ *job descriptions* verstehen.

Sprechen

- ☐ eine Geschichte oder ein Ereignis erzählen.
- ☐ über Unterschiede und Änderungen im Alltagsleben sprechen.

Schreiben

- ☐ in einer Gruppe eine Geschichte schreiben bzw. ein Ereignis beschreiben.
- ☐ einen Tagebuch-Text (*The lost diary*) schreiben.

Grammatik

- ☐ die *past perfect* (*had + past participle*) richtig verwenden.

Figure 31. *English to go 4*: WB: small self-check 7 (Westfall & Weber 2006b: 47).

Self-check unit 8

Datum.....

Ich kann ...

Hören

- ☐ Beschreibungen von Orten bzw. Sehenswürdigkeiten verstehen und Bildern zuordnen.

Lesen

- ☐ einen Chat-Text über Kulturen und Länder verstehen.
☐ einen Artikel über ein nationales Symbol (*shamrock*) verstehen.
☐ Forum-Beiträge verstehen.
☐ eine Geschichte in Form eines Liedes verstehen.

Sprechen

- ☐ über Kulturen, Länder und Sprachen sprechen.
☐ Meinungen austauschen und diskutieren.

Schreiben

- ☐ einen *freewrite* schreiben.
☐ einen Text über ein Land schreiben.

Wortschatz

- ☐ mindestens sieben Wörter und Phrasen zum Thema Irland verwenden.
☐ mindestens sieben Wörter und Phrasen zum Thema Österreich verwenden.

Figure 32. *English to go 4*: WB: small self-check 8 (Westfall & Weber 2006b: 53).

Self-check unit 9

Datum.....

Ich kann ...

Hören

- ☐ Dialoge über Alltagssituationen verstehen.
☐ einer Debatte folgen und die Argumente verstehen.

Lesen

- ☐ eine längere Geschichte (*All beginnings are hard*) verstehen.
☐ ein Infoblatt verstehen und dabei die Fakten herauslesen.
☐ Informationen über Gesetze bzw. Regeln verstehen.
☐ *job descriptions* verstehen.

Sprechen

- ☐ einen *response* zu einer Geschichte schreiben und dabei meine Reaktionen bzw. Meinung ausdrücken.
☐ über Drogen und Alkohol in einer Gruppe diskutieren.
☐ über Gesetze bzw. Regeln diskutieren und dabei meine Meinung (Zustimmung bzw. Ablehnung) ausdrücken.
☐ mich an einer Debatte beteiligen und dabei meine Argumente einbringen.

Schreiben

- ☐ über Entscheidungen und Alternativen schreiben.
☐ Notizen von einem Gespräch machen.

Wortschatz

- ☐ mindestens sieben Begriffe zum Thema Alkohol und Drogen verwenden.
☐ mindestens sieben Phrasen verwenden, um meine Meinung auszudrücken bzw. zu argumentieren.

Lernen lernen

- ☐ Argumente zu einem Thema analysieren und dagegen argumentieren.

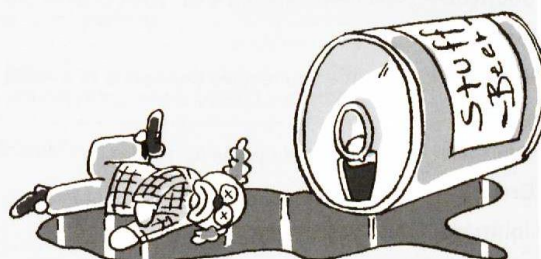


Figure 33. *English to go 4*: WB: small self-check 9 (Westfall & Weber 2006b: 63).

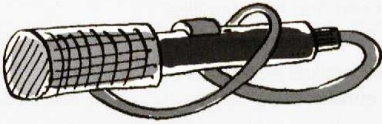
Self-check unit 10		Datum
Ich kann ...		
Hören		
<input type="checkbox"/>	ein Interview verstehen.	<input type="checkbox"/>
Lesen		
<input type="checkbox"/>	einen Artikel über eine berühmte Person verstehen.	<input type="checkbox"/>
<input type="checkbox"/>	einen kurzen Text über Talente verstehen.	<input type="checkbox"/>
Sprechen		
<input type="checkbox"/>	über Vorteile und Nachteile diskutieren.	<input type="checkbox"/>
<input type="checkbox"/>	über meine Talente und Stärken zusammenhängend sprechen.	<input type="checkbox"/>
<input type="checkbox"/>	ein Interview durchführen.	<input type="checkbox"/>
<input type="checkbox"/>	jemandem über ein Interview berichten.	<input type="checkbox"/>
Schreiben		
<input type="checkbox"/>	einen Bericht über ein Interview schreiben.	<input type="checkbox"/>
<input type="checkbox"/>	einen <i>freewrite</i> über meine Talente und Stärken schreiben.	<input type="checkbox"/>
Wortschatz		
<input type="checkbox"/>	mindestens sieben Wörter und Phrasen verwenden, um die Laufbahn einer Person zu beschreiben.	<input type="checkbox"/>
<input type="checkbox"/>	mindestens sieben Wörter und Phrasen zu meinen persönlichen Talenten und Stärken verwenden.	<input type="checkbox"/>
Lernen lernen		
<input type="checkbox"/>	Vorteile und Nachteile in Betracht ziehen, um besser entscheiden zu können.	<input type="checkbox"/>
		

Figure 34. *English to go 4*: WB: small self-check 10 (Westfall & Weber 2006b: 69).

Self-check unit 11		Datum
Ich kann ...		
Hören		
<input type="checkbox"/>	Gespräche aus dem Alltag (<i>host family</i>) verstehen.	<input type="checkbox"/>
<input type="checkbox"/>	kurze Interviews (wo und warum jemand in einem Land ist) verstehen .	<input type="checkbox"/>
Lesen		
<input type="checkbox"/>	einen Bericht über eine Auslandserfahrung verstehen.	<input type="checkbox"/>
<input type="checkbox"/>	einen Artikel über Gastfamilien verstehen.	<input type="checkbox"/>
Sprechen		
<input type="checkbox"/>	einen <i>freespeak</i> anhand eines Photoalbums machen.	<input type="checkbox"/>
<input type="checkbox"/>	ein <i>brainstorming</i> bzw. <i>mapping</i> in einer Gruppe machen und dabei Ideen austauschen.	<input type="checkbox"/>
Schreiben		
<input type="checkbox"/>	einen Text in einer Gruppe schreiben, in dem Dinge bzw. Personen verglichen werden.	<input type="checkbox"/>
<input type="checkbox"/>	einen Brief an eine Gastfamilie schreiben, in dem ich mich näher vorstelle.	<input type="checkbox"/>
Wortschatz		
<input type="checkbox"/>	mindestens sieben Wörter und Phrasen zum Thema „Ausland“ verwenden.	<input type="checkbox"/>
<input type="checkbox"/>	mindestens 15 Wörter und Phrasen verwenden, um mich näher zu beschreiben.	<input type="checkbox"/>
Lernen lernen		
<input type="checkbox"/>	ein <i>brainstorming</i> machen, um Ideen zu sammeln und zu sortieren.	<input type="checkbox"/>

Figure 35. *English to go 4*: WB: small self-check 11 (Westfall & Weber 2006b: 75).

Self-check unit 12

Datum.....

Ich kann ...

Hören

- ☐ Informationen über ein Land / einen US-Bundesstaat und seine Einwohner verstehen.

Lesen

- ☐ einen Brief über ein Land bzw. einen Ort verstehen.
- ☐ eine Geschichte bzw. überlieferte Erzählungen lesen und verstehen.

Sprechen

- ☐ eine Geschichte vorspielen.
- ☐ in einer Gruppe darüber diskutieren, was ich gelernt habe.
- ☐ anderen präsentieren, was ich gelernt habe.
- ☐ ein Projekt über Gerichte aus verschiedenen Kulturen durchführen.

Schreiben

- ☐ meine spontane Reaktion zu einer Geschichte oder einer überlieferten Erzählung schreiben.

Wortschatz

- ☐ mindestens sieben Wörter und Phrasen für Kulturgruppen verwenden.
- ☐ mindestens sieben Wörter und Phrasen zum Thema Essen verwenden.

Lernen lernen

- ☐ bei einer Teamarbeit aktiv sein, zuhören, Ideen einbringen, Aufgaben verteilen und erfüllen.
- ☐ über eine Teamarbeit reflektieren – wie gut haben wir gearbeitet?



Figure 36. *English to go 4*: WB: small self-check 12 (Westfall & Weber 2006b: 82).

Self-check unit 13

Datum

Ich kann ...

Hören

- ☐ die wichtigsten Punkte eines Gesprächs über den Umgang mit Geld verstehen.
- ☐ Problemlösungen verstehen und meine eigene Arbeit korrigieren.

Lesen

- ☐ einen Artikel aus einer Zeitschrift verstehen.

Sprechen

- ☐ in einer Gruppe ein Problem analysieren und lösen.
- ☐ meine Ideen und Meinungen in eine Gruppendiskussion einbringen.
- ☐ ein Projekt (*fair ad awards*) präsentieren.

Schreiben

- ☐ Notizen über die wichtigen Punkte einer Diskussion machen.
- ☐ einen Beitrag in einem Forum schreiben und dabei Ratschläge erteilen bzw. Vorschläge machen.

Wortschatz

- ☐ mindestens sieben Wörter und Phrasen zum Thema Geld verwenden.
- ☐ mindestens sieben Phrasen für eine mündliche Präsentation verwenden.

Lernen lernen

- ☐ eine Präsentation gut vorbereiten (inhaltlich und sprachlich) und vortragen.

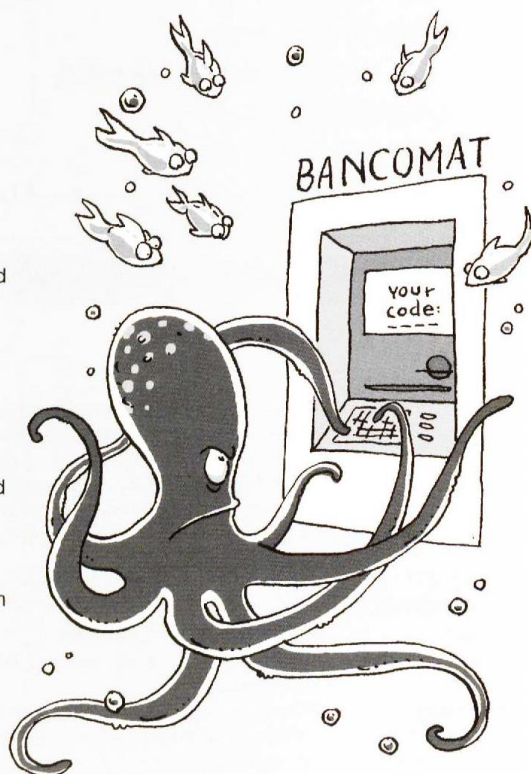


Figure 37. *English to go 4*: WB: small self-check 13 (Westfall & Weber 2006b: 92).

Self-check unit 14

Datum

Ich kann ...

Hören

- ☐ einem Gespräch über die Handlungen in einem Film folgen.

Lesen

- ☐ die wichtigsten Punkte eines kurzen Sachtextes verstehen.
- ☐ eine Geschichte (*No need to travel*) verstehen.

Sprechen

- ☐ über Möglichkeiten und Neuentwicklungen der Zukunft sprechen und Ideen austauschen.
- ☐ in einer Gruppe eine Geschichte besprechen.
- ☐ ein Rollenspiel über eine Alltagssituation (z. B. im Restaurant) machen.

Schreiben

- ☐ einen kurzen Text über eine imaginäre Zukunft schreiben.
- ☐ einen *response* zu einer Geschichte schreiben.
- ☐ eine Geschichte über eine imaginäre Zukunft anhand eines *story starters* schreiben.

Wortschatz

- ☐ mindestens fünf Ausdrücke und Phrasen verwenden, um Wahrscheinlichkeit auszudrücken (was vielleicht geschehen könnte).
- ☐ mindestens zehn Phrasen für Alltagssituationen (z. B. im Restaurant) verwenden.
- ☐ mindestens zehn Wörter und Phrasen für die Erzählung einer Geschichte verwenden.

Lernen lernen

- ☐ ein *brainstorming* machen, um Ideen zu sammeln und zu sortieren.



Figure 38. *English to go 4*: WB: small self-check 14 (Westfall & Weber 2006b: 97).


Self-check unit 15		Datum.....
Ich kann ...		
Hören		
<input type="checkbox"/>	die wichtigsten Punkte aus einer Ansage über einen Wettbewerb verstehen.	
<input type="checkbox"/>	eine Bauanleitung verstehen.	
Lesen		
<input type="checkbox"/>	einen Chat-Text über Sommerpläne und -aktivitäten verstehen.	
<input type="checkbox"/>	einen Eintrag in einem Lerntagebuch über ein Projekt verstehen.	
<input type="checkbox"/>	einen Bericht über ein Experiment verstehen.	
Sprechen		
<input type="checkbox"/>	über Sommerpläne und -aktivitäten sprechen.	
<input type="checkbox"/>	in einer Gruppe eine Veranstaltung planen.	
<input type="checkbox"/>	Pläne für eine Veranstaltung präsentieren.	
Schreiben		
<input type="checkbox"/>	Notizen über einen Text machen.	
<input type="checkbox"/>	einen <i>freewrite</i> zum Thema <i>milk carton boat</i> schreiben.	
<input type="checkbox"/>	ein Anmeldeformular zusammenstellen.	
<input type="checkbox"/>	einen Brief über meine Sommerpläne schreiben.	
<input type="checkbox"/>	einen Antwortbrief schreiben.	
Wortschatz		
<input type="checkbox"/>	mindestens sieben Wörter und Phrasen zum Thema Sommeraktivitäten verwenden.	
<input type="checkbox"/>	mindestens sieben Phrasen verwenden, um meine Reaktion zu beschreiben bzw. Feedback zu geben.	
		

Figure 39. *English to go 4*: WB: small self-check 15 (Westfall & Weber 2006b: 103).

Self-check unit 16		Datum.....
Ich kann ...		
Hören		
<input type="checkbox"/>	eine Präsentation verstehen und Fragen darüber stellen.	
Sprechen		
<input type="checkbox"/>	über meine Lernziele und Lernerfolge sprechen.	
<input type="checkbox"/>	mein Portfolio präsentieren.	
Schreiben		
<input type="checkbox"/>	Notizen machen.	
<input type="checkbox"/>	<i>freewrites</i> machen.	
<input type="checkbox"/>	einen Brief über mich und meine Lernerfolge bzw. meinen Fortschritt schreiben.	
Wortschatz		
<input type="checkbox"/>	mindestens zehn Wörter und Phrasen über meine Lernerfolge verwenden.	
<input type="checkbox"/>	mindestens sieben Phrasen für Präsentationen verwenden.	
Lernen lernen		
<input type="checkbox"/>	ein Portfolio erstellen und präsentieren.	

Figure 40. *English to go 4*: WB: small self-check 16 (Westfall & Weber 2006b: 107).

Table 39. *English to go 4*: WB: small self-checks 1-16, analysis grid.

ANALYSIS											
Book, Task: English to go 4 Workbook, Self check units 1-16 (pp. 9, 15, 22, 27, 36, 42, 47, 53, 63, 69, 75, 82, 92, 97, 103, 107)											
TYPE:											
Direct assessment of performance		Indirect assessment of general competence	X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test			
Comment:											
TOOL:											
Portfolio	Journal	Conference		Student self-generated test		Review pages/check-out-pages	X	Questionnaire			
Comment:											
FORMAT/METHOD:				CONTENT							
Selected resp.	Limited resp.	Extended resp.		Reading	X	Monologic speaking	X	Dialogic speaking	X	X	
Multiple-choice	Gap-filling	Information gap		Listening	X	Writing	X	Grammar	X	Vocabulary	X
True/ false	Short-answer	Role play		Grammar included once							
Discrimination	Dialogue-completion	Text production									
Noticing tasks		Presentation/talk		Goal setting		Reflecting on writing process		Can-do-statements	X	X	
Choosing word(s) for gap				Learn how to learn (Lernen lernen): another category; 9 times							
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:						Students tick what they can do				KEY:	
BASIS:				KEY:							
Chapter content	X	CEFR/ELP		Book objectives		Student's book		Teacher's book		No key necessary	X
Comment:											
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment:	At the end of every unit										

Table 40. *English to go 4*: WB: small self-checks 1-16, evaluation grid.

EVALUATION									
Book, Task: English to go 4 Workbook, Self check units 1-16 (pp. 9, 15, 22, 27, 36, 42, 47, 53, 63, 69, 75, 82, 92, 97, 103, 107)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback	X	Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions		PRE			
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE		X	Students rate their competences and knowledge and tick what they can do
Development of SA skills	X	Learning about particular subject		Providing help (e.g. language input)	X	POST			
Comment									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High		High		High		High		High	High
Moderate		Moderate		Moderate		Moderate		Moderate	Moderate
Low		Low		Low		Low		Low	Low
Comment	Not likely to be used in formal assessment								

Revision part 1

Do the exercises and check your answers with the key on page 30.

1 Tenses. Choose the correct tense forms from the box.

- 1 Tomorrow, we are a big event for Earth Day.
- 2 The new club you a lot of activities.
- 3 My brother to Australia.
- 4 In July we to Italy and spent two weeks in a hotel.
- 5 Curly hair in last year.
- 6 I promise, I more this year.
- 7 I what's in or out.

don't really care
has never been
offers
will study
was
going to have
went

2 Choose the correct word.

interesting – interested – embarrassing – embarrassed – boring – bored

- 1 Wow! The new website on Australia is really
- 2 I was so when I forgot all my books for school.
- 3 Are you in joining our new club?
- 4 Sometimes your parents can be really
- 5 I had to wait for two hours, and I was so !
- 6 What a film! Let's watch something else!

3 Cross out the wrong form of the words.

- Interviewer** Mark, you're a *snowboarder / snowboarding* and you have had a great year!
- Mark** Yes. I placed third in the halfpipe at the world championship.
- Interviewer** So you're a halfpipe *rider / ride*?
- Mark** Yes, but I also *compete / competitor* in slalom events.
- Interviewer** You want to be on the Olympic team?
- Mark** Yes, but I will have to *qualify / qualification*. There are a lot of *compete / competitors*.
- Interviewer** Is it true that *ride / riders* don't have to work out in the gym? *Snowboarding / Snowboarders* seems to be a relaxed sport.
- Mark** Not anymore. It is a hard sport and you have to be in good condition.
- Interviewer** So how do you *train / trainer*?
- Mark** Well, I work out in the gym with a *train / trainer* to improve my moves.
- Interviewer** Any *plans / plan* for next year?
- Mark** Yes, next year I *plan / plans* to *compete / competitor* in at least five world cup events and I want to win one.
- Interviewer** Well, good luck to you, Mark. I hope we see you on the Olympic team!
- Mark** Thanks.

Figure 41. English to go 4: WB: revision part 1.1 (Westfall & Weber 2006b: 28).

Revision part 1

4 Personal stories. Fill in the missing chunks.

has changed my life – have more friends – problems at school – someone to talk to

The AYC is a place where I can go when I need I love to swim and they have a pool. I like the basketball program, too. Ever since I started coming, it because the staff at the club is like family! So if I can't talk to anyone at home, I know I can talk to someone at AYC. If I have they're always there for me. Also, I I can do things with.

do your homework – can build things out of wood – so many things to do – my favorite thing

The AYC is really cool. It has In the games room there are pool tables, ping-pong, and board games. In the gym there's basketball, soccer, football, and a lot more. The arts room is cool, too. You can paint and there is a woodworking class where you The ed room is where you can and play computer games, but about AYC is everything. There's so much to do that it's almost impossible to do it all in one day.

5 Adverb or adjective? Cross out the wrong one.

- 1 The staff in the new club is really *friendly* / *friendlily*.
- 2 My summer was *terrible* / *terribly*; it rained most of the time!
- 3 Here are some tips for a *trendy* / *trendily* start to your school year.
- 4 Erik climbed Mt Everest *successful* / *successfully*.
- 5 Many people think that skateboarders are *dangerous* / *dangerously*.
- 6 Ladies and gentlemen! We *proud* / *proudly* present our new website about our club!

6 Australia: Odd one out. Cross out the wrong word in each category.

Animals	kangaroos, koalas, emus, lions
Cities	Sydney, Cambridge, Perth, Canberra
Territories	Queensland, Kingsland, South Australia, New South Wales
Sights	The Great Wall, Sydney Opera House, Great Barrier Reef, Ayers Rock



Figure 42. English to go 4: WB: revision part 1.2 (Westfall & Weber 2006b: 29).

Table 41. *English to go 4*: WB: revision part 1, analysis grid.

ANALYSIS											
Book, Task: English to go 4 Workbook, Revision part 1 (pp. 28-29)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	Student self-generated test	Review pages/check-out-pages	X	Questionnaire	Student self-generated test		
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test								
Comment:											
FORMAT/METHOD:						CONTENT					
Selected resp.	Limited resp.	Extended resp.	Reading	Monologic speaking	Dialogic speaking						
Multiple-choice	Gap-filling	Information gap	Listening	Writing	Grammar	X	Vocabulary				X
True/false	Short-answer	Role play									
Discrimination	Dialogue-completion	Text production									
Noticing tasks		Presentation/talk	Goal setting	Reflecting on writing process	Can-do-statements						
Choosing word(s) for gap	X										
Matching											
Choosing correct form	X										
Rating on scale											
Assigning points											
Comment:											
BASIS:						KEY:					
Chapter content	X	CEFR/ELP	Book objectives	Student's book	X	Teacher's book	No key necessary				
Comment:				Key is right after the revision part							
POSITION:											
Beginning of book		End of book	Middle of book	Beginning of unit		End of unit					X
Comment:	After 4 units										

Table 42. *English to go 4*: WB: revision part 1, evaluation grid.

EVALUATION									
Book, Task: <i>English to go 4</i> Workbook, Revision part 1 (pp. 28-29)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE			
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE			
Development of SA skills		Learning about particular subject		Providing help (e.g. language input)		POST	X	Self-check	
Comment: Additional exercises with key provided for students									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High	X	High		High		High		High	
Moderate		Moderate	X	Moderate		Moderate		Moderate	
Low		Low		Low	X	Low	X	Low	X
Comment: P: no additional effort; R: students could cheat; V: only grammar and vocabulary; A: no authentic tasks, only gap filling or choosing correct form; I: no formative feedback; IN: little interaction with student's personality									

Revision part 2

Do the exercises and check your answers with the key on page 56.

1 If-sentences: Fill in the forms correctly.

- 1 If Jason , the guys him.
had not been alone – would not have beaten him up
- 2 If I more, I the test.
would have passed – had studied
- 3 If she the suspect, she the police.
had seen – would have called
- 4 If I earlier, I you.
had arrived – would have helped
- 5 If I my mobile phone with me, I it.
would have used – had had

2 Finish these if-sentences correctly.

- 1 If I had played, I would have (score) a goal.
- 2 I would (call) the police if I had seen it.
- 3 If my bicycle had worked, I (use) it.
- 4 I (run) away if the guys had attacked me.
- 5 If Susan had studied more, she (got) a better grade..

3 Passive

a. Circle the correct word.

- 1 This book *was / were* written by a young girl.
- 2 Many problems *is / are* solved by chemical technicians.
- 3 The folding stool *was / were* used by the Egyptians.
- 4 The suspects *was / were* taken to the police station.
- 5 The visitors *is / are* taken to the museum by the museum guide.
- 6 The mad scientist *was / were* kidnapped by a robot.
- 7 Coca Cola *was / were* invented in the 19th century.
- 8 Candles *was / were* first used by the Romans.

b. Fill in the correct form of the verb (past participle).

- 1 The money was (steal).
- 2 The police arrived and the criminal was (catch).
- 3 Chocolate chip cookies were first (prepare)
by Ruth Wakefield.
- 4 Visitors are (inform) about the inventions.
- 5 The best project is (choose) and (send) to the exhibit.

Figure 43. English to go 4: WB: revision part 2.1 (Westfall & Weber 2006b: 54).

Revision part 2

4 Odd one out: Cross out the wrong word in each category.

- Ireland** green, shamrock, fiddle, whale watching, sheep
Austria Wiener Schnitzel, Mozart, kangaroos, mountains, the Danube
Australia the Outback, Vienna, Sydney, Aborigines, koalas
Italy spaghetti, Rome, Golden Gate Bridge, pizza, beach
England Dublin, London, the Queen, Newcastle, the Thames
USA New York, steaks, Texas, Los Angeles, Graz

5 Read the job description and tick the correct job.

Description	chemical technician	museum guide	chef	cooper	brick-mason	cabinet-maker
1 makes and repairs wooden barrels						
2 cuts, shapes, and assembles wooden articles, operates machines						
3 is responsible for preparing and cooking food						
4 is responsible for giving visitors tours of the museum						
5 lays bricks, blocks, tiles and repairs structures						
6 works in a laboratory and analyses materials						

6 Fill in the correct word. Choose from the list.

- His father is a famous who has many things.
- I used to postcards, but then I sold my whole
- Many are committed because of
- You can see a lot of ancient in this museum.
- The police could not arrest the
- are people who hate other people because of the colour of their skin.

inventions
invented
inventor
racism
racists
collect
collection
crimes
criminal

Figure 44. *English to go 4: WB: revision part 2.2* (Westfall & Weber 2006b: 55).

Table 43. *English to go 4*: WB: revision part 2, analysis grid.

ANALYSIS											
Book, Task: English to go 4 Workbook, Revision part 2 (pp. 54-55)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	Student self-generated test	Review pages/check-out-pages	X	Questionnaire			
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test								
Comment:											
FORMAT/METHOD:											
Selected resp.	Limited resp.	Extended resp.	Reading	Monologic speaking	Dialogic speaking						
Multiple-choice	Gap-filling	X	Information gap	Writing	Grammar	X	Vocabulary				X
True/ false	Short-answer		Role play								
Discrimination	Dialogue-completion		Text production								
Noticing tasks			Presentation/talk								
Choosing word(s) for gap	X			Goal setting	Reflecting on writing process		Can-do-statements				
Matching	X										
Choosing correct form	X										
Rating on scale											
Assigning points											
Comment:											
BASIS:											
Chapter content	X	CEFR/ELP	Book objectives	Student's book	X	Teacher's book	No key necessary				
Comment:	Key is right after the revision part										
POSITION:											
Beginning of book		End of book	Middle of book	Beginning of unit		End of unit					X
Comment:	After 4 units										

Table 44. *English to go 4*: WB: revision part 2, evaluation grid.

EVALUATION									
Book, Task: English to go 4 Workbook, Revision part 2 (pp. 54-55)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE			
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE			
Development of SA skills		Learning about particular subject		Providing help (e.g. language input)		POST	X	Self-check	
Comment: Additional exercises with key provided for students									
QUALITIES (if applicable):									
Practicality		Reliability	Validity	Authenticity		Impact		Interactiveness	
High	X	High	High	High		High		High	
Moderate		Moderate	Moderate	Moderate		Moderate		Moderate	
Low		Low	Low	Low	X	Low	X	Low	X
Comment: P: no additional effort; R: students could cheat; V: only grammar and vocabulary; A: no authentic tasks, only gap filling or choosing correct form; I: no formative feedback; IN: little interaction with student's personality									

Revision part 3

Do the exercises and check your answers with the key on page 85.

1 Reported questions. Grandpa is a witness (*Zeuge*) but he cannot hear well. Help him answer the police officer's questions.

- Officer** Have you got some time for me?
Grandpa What? What did he say?
You He asked if you some time for
Grandpa Of course.
Officer Did you see the criminal?
Grandpa What? What did he say?
You He wanted to know if you the criminal.
Grandpa Yes, I saw him. I saw him run away!
Officer Can you describe him?
Grandpa What? What did he say?
You He asked if you him.
Grandpa No, I can't. It was too dark.
Officer What? What did he say?
You Grandpa said that it too dark.
Officer Oh no!



2 Reported speech. Misunderstandings? Match the sentences.

- | | |
|---------------------------------|--------------------------------------|
| Dad asked Tom | Tom would do his homework. |
| Tom answered him that | what was happening. |
| Dad then wanted to know when | if he had done his homework. |
| Tom said he did | dad and Tom were having an argument. |
| Dad got angry and told Tom that | he had not done it yet. |
| Tom shouted back and said | not know. |
| Then mum came home and asked | that homework was something stupid. |
| I told her that | he should do his homework now. |

3 Cross out the wrong indirect sentences.

- | | |
|--------------------------------------|---|
| 1 The journalist wanted to know | if Tom has seen the suspect.
if Tom had seen the suspect. |
| 2 The Native American told us that | he lived in a reservation.
he lives in a reservation. |
| 3 Patty said that | her team will choose good host families.
her team would choose good host families. |
| 4 Veronika told her host mother that | she has a younger brother.
she had a younger brother. |
| 5 Celine said that | she has never been to Ireland.
she had never been to Ireland. |
| 6 Peter said that | his alarm clock does not go off.
his alarm clock had not gone off. |

Figure 45. English to go 4: WB: revision part 3.1 (Westfall & Weber 2006b: 83).

Revision part 3

4 Fill in (not) to be allowed to or may.

- 1 In most countries young people are not to buy alcohol.
- 2 You enter a bar, but you are not to drink alcohol.
- 3 The fans were not to talk to the star.
- 4 "..... I ask you a few questions?", said the journalist.
- 5 Adults to buy and drink alcohol, but they must not give it to teenagers.
- 6 John is only 15. Is he to drink alcohol in England?

5 Odd one out: Cross out the wrong word in each category.

Places in Wisconsin

Madison, Milwaukee, Door County, Boston, Lake Michigan

Drugs

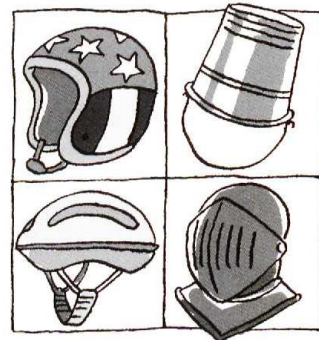
cigarettes, rice, alcohol, cocaine, heroin.

School subjects

maths, history, IT, music, RE, debating

Cultural groups in Wisconsin

Native Americans, Hmong, Oneida tribe, Californians, Amish



6 Read Tanja's story and fill in the missing words and phrases.

state capital – I came to Austria – it takes four hours – take a ferry –
– university in Stevens Point – for five years – two hours by car –
there are two big lakes – beautiful – Michigan – you look across the lake

When I finished school, I went to, which is also close to Rudolph. I lived in Stevens Point After that, I moved to the, the city of Madison. It is about from Rudolph. I lived and worked in Madison for one year before Madison is my favorite city in Wisconsin. There is a lot to do there and it is The state capitol building is very special and around the center of the city.

My favorite place to go on vacation is Door County. I went there many times. It is a very special place because of Lake Lake Michigan is huge! It is like being at the sea. You cannot see the other side when You can across the lake to the state of Michigan – !

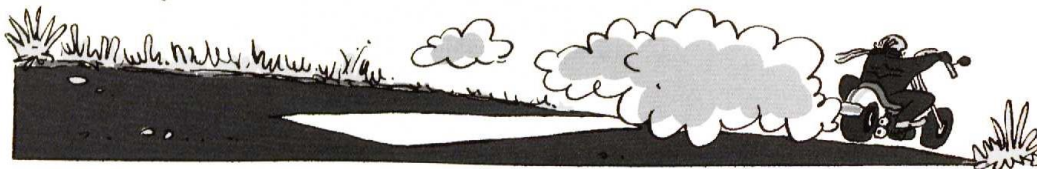


Figure 46. English to go 4: WB: revision part 3.2 (Westfall & Weber 2006b: 84).

Table 45. *English to go 4*: WB: revision part 3, analysis grid.

ANALYSIS										
Book, Task: English to go 4 Workbook, Revision part 3 (pp. 83-84)										
TYPE:										
Direct assessment of performance	X	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	Student self-generated test	Assessment of socio-affective factors	Student self-generated test	Assessment of socio-affective factors	Student self-generated test	Assessment of socio-affective factors
Comment:										
TOOL:										
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	X	Questionnaire				
Comment:										
FORMAT/METHOD:										
CONTENT										
Selected resp.	Limited resp.	Extended resp.	Reading	Monologic speaking	Dialogic speaking	Writing	Grammar	Vocabulary		
Multiple-choice	Gap-filling	X	Information gap							
True/ false	Short-answer		Role play							
Discrimination	Dialogue-completion		Text production							
Noticing tasks			Presentation/talk							
Choosing word(s) for gap	X			Goal setting	Reflecting on writing process			Can-do-statements		
Matching	X									
Choosing correct form	X									
Rating on scale										
Assigning points										
Comment:										
BASIS:										
Chapter content	X	CEFR/ELP	Book objectives	Student's book	X	Teacher's book	No key necessary			
Comment:				Key is right after the revision part						
POSITION:										
Beginning of book		End of book	Middle of book	Beginning of unit		End of unit				
Comment:	After 4 units									

Table 46. *English to go 4*: WB: revision part 3, evaluation grid.

EVALUATION									
Book, Task: English to go 4 Workbook, Revision part 3 (pp. 83-84)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE			
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE			
Development of SA skills		Learning about particular subject		Providing help (e.g. language input)		POST	X	Self-check	
Comment: Additional exercises with key provided for students									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High	X	High		High		High		High	High
Moderate		Moderate	X	Moderate		Moderate		Moderate	Moderate
Low		Low		Low	X	Low	X	Low	Low
Comment: P: no additional effort; R: students could cheat; V: only grammar and vocabulary; A: no authentic tasks, only gap filling or choosing correct form; I: no formative feedback; IN: little interaction with student's personality									
									X

Revision part 4

Do the exercises and check your answers with the key on page 110.

1 Fill in the missing question tags. Choose from the box.

- 1 You are going to China, Lucy, ?
- 2 The Dublin summer festival is really famous, ?
- 3 You can't pay here with your credit card, ?
- 4 One day we will be able to travel to Mars, ?
- 5 You don't really believe that, ?
- 6 The Australians won the boat race, ?

aren't you
can you
didn't they
do you
isn't it
won't we

2 Money, money, money. Choose the right words to finish these sentences.

- 1 Look at those trainers! They are really cool. – Yes, they are. But what about the ? – 95 euros! That's too !
- 2 I have forgotten my money. Can I 10 euros from you?
- 3 That T-shirt is really I think I'll it.
- 4 If you don't have enough money, I can you some.
- 5 Sorry, sir. You can't by credit card. We only accept
- 6 That's 4 euros and 60 cents. – Here you are. Keep the , please.

borrow
buy
cash
change
cheap
expensive
lend
pay
price

3 Talking about the future. Match the sentence parts.

- | | |
|------------------------------------|--|
| 1 What will the | a need to travel any longer. |
| 2 By 2040, we could be | b future bring? |
| 3 It's quite possible that soon we | c jogging in our rooms. |
| 4 Maybe we will go | d to watch videos on your bathroom tiles. |
| 5 In the future, there's no | e visiting friends on the moon. |
| 6 You might be able | f for a stay in outer space by 2017. |
| 7 People could be taking off | g will have rooms with wallpaper that changes. |

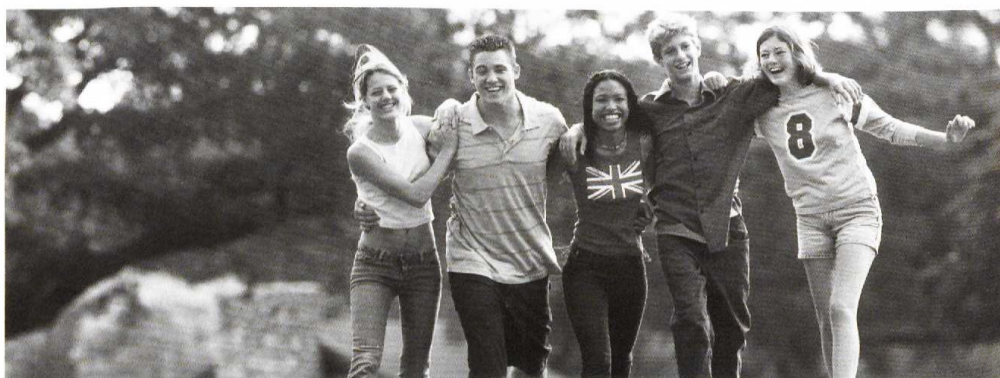


Figure 47. English to go 4: WB: revision part 4.1 (Westfall & Weber 2006b: 108).

Revision part 4

4 How to build a milk carton boat. Fill in the missing answers.

Hello, Cara. Can I ask you a few questions?

- 1
You built your own milk carton boat, didn't you?
- 2
Can you tell us how you did it?
- 3
And then?
- 4
Which design did you choose?
- 5
What comes next?
- 6
It's made of wood, isn't it?
- 7
So when you have the frame, what's the next step?
- 8
And then you are finished?
- 9
Sounds like a lot of work.
- 10
Thanks for the interview.
- 11

- a Then you choose the design.
- b Yes, we did. It was a lot of work.
- c Yes, certainly.
- d It is a lot of work, but it's also fun.
- e Sure. You start by collecting a lot of empty milk cartons.
- f Yes it is.
- g A simple catamaran design.
- h Next you have to build the frame.
- i Not quite. You still have to decorate the boat.
- j You're welcome.
- k The next step is taping the cartons together and putting them on the frame.

5 Passive: Finish these sentences.

- 1 Doors will automatically be and (open, close)
- 2 A lot of milk cartons have been by our friends. (collect)
- 3 Many visitors were to the summer festival. (invite)
- 4 All the boats have been by kids. (build)
- 5 Seth might be to play on the school team. (choose)
- 6 The portfolio has to be in to the teacher. (hand)
- 7 English is all over the world. (speak)

6 Reported speech: Choose the correct tenses

- | | | |
|--|---------------------------------|------------------------------------|
| 1 Cara said that they | had collected
have collected | a lot of cartons. |
| 2 The winners told the reporters that they | are
were | really happy. |
| 3 She went to the shop and asked if they | have
had | any empty milk cartons. |
| 4 Britney told us that she | fell
had fallen | out of the boat at the very end. |
| 5 The teacher told us that she | will read
would read | our portfolios the following week. |

Figure 48. *English to go 4*: WB: revision part 4.2 (Westfall & Weber 2006b: 109).

Table 47. *English to go 4*: WB: revision part 4, analysis grid.

ANALYSIS											
Book, Task: English to go 4 Workbook, Revision part 4 (pp. 108-109)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence		Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test			
Comment											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test		Review pages/check-out-pages	X	Questionnaire				
Comment											
FORMAT/METHOD:											
Selected resp.	Limited resp.	Extended resp.		Reading		Monologic speaking		Dialogic speaking			
Multiple-choice	Gap-filling	X	Information gap	Listening		Writing		Grammar	X	Vocabulary	X
True/ false	Short-answer		Role play								
Discrimination	Dialogue-completion		Text production								
Noticing tasks			Presentation talk	Goal setting		Reflecting on writing process		Can-do-statements			
Choosing word(s) for gap	X										
Matching	X										
Choosing correct form	X										
Rating on scale											
Assigning points											
Comment											
BASIS:											
Chapter content	X	CEFR/ELP		Book objectives		Student's book	X	Teacher's book		No key necessary	
Comment	Key is right after the revision part										
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment	After 4 units										

Table 48. *English to go 4*: WB: revision part 4, evaluation grid.

EVALUATION									
Book, Task: English to go 4 Workbook, Revision part 4 (pp. 108-109)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE			
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE			
Development of SA skills		Learning about particular subject		Providing help (e.g. language input)		POST	X	Self-check	
Comment: Additional exercises with key provided for students									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High	X	High		High		High		High	High
Moderate		Moderate	X	Moderate		Moderate		Moderate	Moderate
Low		Low		Low	X	Low	X	Low	Low
Comment: P: no additional effort; R: students could cheat; V: only grammar and vocabulary; A: no authentic tasks, only gap filling or choosing correct form; I: no formative feedback; IN: little interaction with student's personality									

Self-check part 1

Datum.....

✓✓ = Das kann ich sehr gut.
✓ = Das kann ich gut.

! = Daran möchte ich in nächster Zeit noch arbeiten.
□ = Ich bin noch nicht soweit, dass ich in nächster Zeit daran arbeiten kann.

Hören

- ☐ Ich kann einfache Aufforderungen, Anweisungen, Fragen und Auskünfte in Schulsituationen verstehen und darauf reagieren.
- ☐ Ich kann Gespräche über mir vertraute Themen verstehen.
- ☐ Ich kann den Sinn eines Interviews oder einer Geschichte erfassen, auch wenn ich nicht alle Wörter oder Sätze verstehe.
- ☐ In längeren Gesprächen kann ich den Hauptpunkten folgen.
- ☐ Ich kann das Wichtigste aus aufgenommenen Radiosendungen verstehen, wenn ich sie mir öfter anhören kann.

Lesen

- ☐ Ich kann Arbeitsanleitungen in meinem Lehrbuch und Arbeitsbuch verstehen.
- ☐ Ich kann persönliche Texte wie Tagebücher, Online-Foren und Chats verstehen, in denen Gefühle, Wünsche und Erlebnisse beschrieben werden.
- ☐ Ich kann Sachtexte (z. B. Beschreibungen, Artikel) mit Hilfe von Bildern und Grafiken im Großen und Ganzen verstehen.
- ☐ Obwohl ich vielleicht nicht jedes Wort kenne, kann ich anspruchsvolle Texte verstehen, wenn ich schon etwas über das Thema weiß und der Zusammenhang klar ist.
- ☐ Ich kann aus dem Textzusammenhang die Bedeutung einzelner Wörter und Äußerungen erschließen.

Zusammenhängend Sprechen

- ☐ Ich kann mich und meine Freunde / Freundinnen vorstellen und in mehreren einfachen Sätzen beschreiben.
- ☐ Ich kann 30 Sekunden ohne Pause Englisch sprechen, obwohl ich Fehler mache und mir manchmal ein Wort fehlt.
- ☐ Ich kann Wörter und kurze Phrasen schon so flüssig sprechen, dass ich mich nicht mehr um meine Aussprache bemühen muss.

- ☐ Ich kann wichtige grammatische Strukturen oder einfache Satzformen (z. B. *past simple*, *present simple*), die ich gelernt habe, richtig benutzen.

An Gesprächen teilnehmen

- ☐ Ich kann an einfachen Gesprächen teilnehmen (z. B. über Familie, Freundinnen und Freunde, Schule, Freizeit). Ich kann dabei mein Interesse zeigen.
- ☐ Ich kann eine Rolle in einem Rollenspiel übernehmen oder aus einer Geschichte/einem Sketch spielen.
- ☐ Ich kann meine Gefühle oder meine Meinung zu einem bestimmten Thema sagen bzw. jemandem Feedback geben.
- ☐ Ich kann sagen, dass ich etwas nicht verstanden habe.
- ☐ Ich kann um etwas bitten, mich bedanken und mich entschuldigen.

Schreiben

- ☐ Ich kann meine Lernziele und Pläne formulieren.
- ☐ Ich kann über mich selbst, meine Fähigkeiten und Erlebnisse in mehreren einfachen Sätzen schreiben.
- ☐ Ich kann einen Text schreiben und dabei die Sätze verbinden (z. B. mit *and*, *or*, *because*) bzw. sie in eine zeitliche Abfolge bringen (z. B. mit *first*, *second*, *then*). So lassen sich meine Texte flüssiger lesen.
- ☐ Ich kann einen Brief, einen Sketch oder einen Dialog allein oder gemeinsam mit anderen verfassen.
- ☐ Ich kann Fehler in einer ersten Fassung eines Textes erkennen und korrigieren.

Was ich sonst noch kann:

.....

.....

.....

Revision part 1: Key

Page 28/1: 1 going to have 2 offers 3 has never been 4 went 5 was 6 will study 7 don't really care

2: 1 interesting 2 embarrassed 3 interested 4 embarrassing 5 bored 6 boring

3: snowboarder – rider – compete – qualify – competitors – riders – Snowboarding – train – trainer – plans – plan – compete

Page 29/4: someone to talk to – has changed my life – problems at school – have more friends – so many things to do – can build things out of wood – do your homework – my favorite thing

5: 1 friendly 2 terrible 3 trendy 4 successfully 5 dangerous 6 proudly

6: lions – Cambridge – Kingsland – The Great Wall

Figure 49. English to go 4: WB: big self-check 1 (Westfall & Weber 2006b: 30).

Self-check part 2

Datum.....

✓✓ = Das kann ich sehr gut.
✓ = Das kann ich gut.

! = Daran möchte ich in nächster Zeit noch arbeiten.
□ = Ich bin noch nicht soweit, dass ich in nächster Zeit daran arbeiten kann.

Hören

- ☐ Ich kann Aufforderungen, Anweisungen, Fragen und Auskünfte in Schulsituationen meistens verstehen und darauf reagieren.
- ☐ Ich kann Gespräche über mir vertraute Themen verstehen.
- ☐ Ich kann den Sinn einer Geschichte oder eines Liedtextes erfassen, auch wenn ich nicht alle Wörter oder Sätze verstehe.
- ☐ Ich kann in Texten auf Kassette oder CD auch Einzelheiten verstehen, wenn ich mit dem Thema vertraut bin und es mehrmals hören kann.
- ☐ In längeren Gesprächen kann ich den Hauptpunkten folgen.
- ☐ Ich kann das Wichtigste aus aufgenommenen Radiosendungen verstehen, wenn ich sie mir öfter anhören kann.

Lesen

- ☐ Ich kann persönliche Texte wie Tagebücher, Online-Foren, und Chats verstehen, in denen Gefühle, Wünsche und Erlebnisse beschrieben werden.
- ☐ Ich kann einfache Sachtexte (z. B. Beschreibungen, Artikel) mit Hilfe von Bildern und Grafiken verstehen.
- ☐ Obwohl ich vielleicht nicht jedes Wort kenne, kann ich anspruchsvolle Texte verstehen, wenn ich schon etwas über das Thema weiß und der Zusammenhang klar ist.
- ☐ Ich kann aus dem Textzusammenhang die Bedeutung einzelner Wörter und Äußerungen erschließen.

Zusammenhängend Sprechen

- ☐ Ich kann in mehreren zusammenhängenden Sätzen über mir vertraute Themen sprechen.
- ☐ Ich kann 30 Sekunden ohne Pause Englisch sprechen, obwohl ich Fehler mache und mir manchmal ein Wort fehlt.
- ☐ Ich kann Wörter und kurze Phrasen schon so flüssig sprechen, dass ich mich nicht mehr um meine Aussprache bemühen muss.
- ☐ Ich kann grammatische Strukturen (z. B. *If...*, *passive*, *past perfect*), die ich gelernt habe, richtig benutzen.

An Gesprächen teilnehmen

- ☐ Ich kann an Gesprächen teilnehmen und dabei zeigen, dass ich mich für das interessiere, was jemand sagt.
- ☐ Ich kann eine Rolle in einem Rollenspiel übernehmen oder aus einer Geschichte/einem Sketch spielen.
- ☐ Ich kann meine Gefühle oder meine Meinung zu einem bestimmten Thema sagen bzw. jemandem Feedback geben.
- ☐ Ich kann sagen, dass ich etwas nicht verstanden habe.
- ☐ Ich kann um etwas bitten, mich bedanken und mich entschuldigen.

Schreiben

- ☐ Ich kann fehlende Wörter in einem Text richtig ergänzen und aus vorgegebenen Wörtern Sätze bilden.
- ☐ Ich kann über mich und meine Meinung zu einem Thema in mehreren Sätzen schreiben.
- ☐ Ich kann über ein Land oder eine Kultur in mehreren Sätzen schreiben.
- ☐ Ich kann einen Text schreiben und dabei die Sätze verbinden (z. B. mit *and*, *or*, *because*) bzw. sie in eine zeitliche Abfolge bringen (z. B. mit *first*, *second*, *then*). So lassen sich meine Texte flüssiger lesen.
- ☐ Ich kann einen Brief, einen Sketch oder einen Dialog allein oder gemeinsam mit anderen verfassen.
- ☐ Ich kann Fehler in einer ersten Fassung eines Textes erkennen und korrigieren.

Was ich sonst noch kann:

.....

.....

.....

.....

Revision part 2: Key

- Page 54/1:** 1 had run away – would not have caught 2 had studied – would have passed 3 had seen – would have called
4 had arrived – would have helped 6 had had – would have used
- 2:** 1 scored 2 have called 3 would have used 4 would have run 5 would have got
- 3 a:** 1 was 2 are 3 was 4 were 5 are 6 was 7 was 8 were
- 3 b:** 1 stolen 2 caught 3 prepared 4 informed 5 chosen, sent
- Page 55/4:** whale watching – kangaroos – Vienna – Golden Gate Bridge – Dublin – Graz
- 5:** 1 cooper 2 cabinetmaker 3 chef 4 museum guide 5 brickmason 6 chemical technician
- 6:** 1 inventor, invented 2 collect, collection 3 crimes, racism 4 inventions 5 criminal 6 racists

Figure 50. *English to go 4*: WB: big self-check 2 (Westfall & Weber 2006b: 56).

Self-check part 3

Datum

- ✓✓ = Das kann ich sehr gut.
✓ = Das kann ich gut.

- ! = Daran möchte ich in nächster Zeit noch arbeiten.
☐ = Ich bin noch nicht soweit, dass ich in nächster Zeit daran arbeiten kann.

Hören

- ☐ Ich kann Gespräche über mir vertraute Themen verstehen, wenn deutlich gesprochen wird.
- ☐ Ich kann den Sinn einer Geschichte oder eines Liedtextes erfassen, auch wenn ich nicht alle Wörter oder Sätze verstehe.
- ☐ Ich kann nach mehrmaligem Hören von Texten auf Kassette oder CD auch Einzelheiten verstehen, wenn ich mit dem Thema vertraut bin.
- ☐ In längeren Gesprächen kann ich den Hauptpunkten folgen.
- ☐ Ich kann das Wichtigste aus aufgenommenen Sendungen und Interviews verstehen, wenn ich sie mir mehrmals anhören kann.

Lesen

- ☐ Ich kann in alltäglichen Texten, die von mir benötigten Informationen finden und verstehen.
- ☐ Ich kann persönliche Texte wie Tagebücher, Online-Foren, und Chats verstehen, in denen Gefühle, Wünsche und Erlebnisse beschrieben werden.
- ☐ Ich kann in einem Text die wichtigsten Informationen zu geläufigen Themen erkennen.
- ☐ Ich kann aus dem Textzusammenhang die Bedeutung einzelner Wörter und Äußerungen erschließen.

Zusammenhängend Sprechen

- ☐ Ich kann eine Argumentation gut genug ausführen, um die meiste Zeit ohne Schwierigkeit verstanden zu werden.
- ☐ Ich kann eine Geschichte erzählen.
- ☐ Ich kann eine vorbereitete Präsentation vortragen.
- ☐ Ich kann 60 Sekunden ohne Pause Englisch sprechen, obwohl ich Fehler mache und mir manchmal ein Wort fehlt.
- ☐ Ich kann Wörter und kurze Phrasen schon so flüssig sprechen, dass ich mich nicht mehr um meine Aussprache bemühen muss.
- ☐ Ich kann einige grammatische Strukturen oder Satzformen (z. B. *reported speech*), die ich gelernt habe, richtig benutzen.

An Gesprächen teilnehmen

- ☐ Ich kann eine Argumentation gut genug ausführen, um die meiste Zeit ohne Schwierigkeit verstanden zu werden.
- ☐ Ich kann meinen Standpunkt klar machen und an Diskussionen über mir vertraute Themen teilnehmen.
- ☐ Ich kann meine Gefühle oder meine Meinung zu einem bestimmten Thema sagen bzw. jemandem Feedback geben.
- ☐ Ich kann sagen, dass ich etwas nicht verstanden habe, bzw. nach Informationen fragen.
- ☐ Ich kann mit jemandem Informationen austauschen.

Schreiben

- ☐ Ich kann in persönlichen Briefen Erfahrungen, Gefühle und Ereignisse detailliert beschreiben.
- ☐ Ich kann einen Text schreiben und dabei die Sätze verbinden (z. B. mit *and, or, because*) bzw. sie in eine zeitliche Abfolge bringen (z. B. mit *first, second, then*). So lassen sich meine Texte flüssiger lesen.
- ☐ Ich kann einen Brief, einen Sketch oder einen Dialog allein oder gemeinsam mit anderen verfassen.
- ☐ Ich kann Fehler in einer ersten Fassung eines Textes erkennen und korrigieren.
- ☐ Ich kann die Handlung einer Geschichte sowie meine Reaktionen dazu beschreiben.
- ☐ Ich kann Meinungen, Pläne und Handlungen kurz schriftlich begründen und erklären

Was ich sonst noch kann:

.....

.....

.....

.....

Revision part 3: Key

Page 83/1: had, him – had seen – could describe – had been

2: if he had done his homework. – he had not done it yet. – Tom would do his homework. – not know. – he should do his homework now. – that homework was something stupid. – what was happening. – dad and Tom were having an argument.

3: **Cross out:** 1 if Tom has seen the suspect. 2 he lives in a reservation. 3 her team will choose good host families.

4 she has a younger brother. 5 she has never been to Ireland. 6 his alarm clock does not go off.

Page 84/4: 1 allowed 2 may, allowed 3 allowed 4 May 5 are allowed 6 allowed

5: Boston – rice – debating – Californians

6: university in Stevens Point – for five years – state capital – two hours by car – I came to Austria – beautiful – there are two big lakes – Michigan – you look across the lake – take a ferry – it takes four hours

Figure 51. English to go 4: WB: big self-check 3 (Westfall & Weber 2006b: 85).

Self-check part 4

Datum.....

✓✓ = Das kann ich sehr gut.
✓ = Das kann ich gut.

! = Daran möchte ich in nächster Zeit noch arbeiten.
□ = Ich bin noch nicht soweit, dass ich in nächster Zeit daran arbeiten kann.

Hören

- ☐ Ich kann Gespräche über mir vertraute Themen verstehen, wenn deutlich gesprochen wird.
- ☐ Ich kann den Sinn einer Geschichte oder eines Liedtextes erfassen, auch wenn ich nicht alle Wörter oder Sätze verstehe.
- ☐ Ich kann nach mehrmaligem Hören in Texten auf Kassette oder CD auch Einzelheiten verstehen, wenn ich mit dem Thema vertraut bin.
- ☐ In längeren Gesprächen kann ich den Hauptpunkten folgen.
- ☐ Ich kann das Wichtigste aus aufgenommenen Sendungen und Interviews verstehen, wenn ich sie mir öfter anhören kann.

Lesen

- ☐ Ich kann in alltäglichen Texten die von mir benötigten Informationen finden und verstehen.
- ☐ Ich kann persönliche Texte wie Tagebücher, Online Foren, und Chats verstehen, in denen Gefühle, Wünsche und Erlebnisse beschrieben werden.
- ☐ Ich kann in einem Text die wichtigsten Informationen zu geläufigen Themen erkennen.
- ☐ Ich kann aus dem Textzusammenhang die Bedeutung einzelner Wörter und Äußerungen erschließen.

Zusammenhängend Sprechen

- ☐ Ich kann eine Argumentation gut genug ausführen, um die meiste Zeit ohne Schwierigkeit verstanden zu werden.
- ☐ Ich kann eine Geschichte erzählen.
- ☐ Ich kann eine vorbereitete Präsentation vortragen.
- ☐ Ich kann mich und meine Lernerfolge präsentieren.
- ☐ Ich kann 90 Sekunden ohne Pause Englisch sprechen, obwohl ich Fehler mache und mir manchmal ein Wort fehlt.
- ☐ Ich kann Wörter und kurze Phrasen schon so flüssig sprechen, dass ich mich nicht mehr um meine Aussprache bemühen muss.

- ☐ Ich kann die wichtigsten grammatischen Strukturen oder Satzformen, die ich gelernt habe, richtig benutzen.

An Gesprächen teilnehmen

- ☐ Ich kann eine Argumentation gut genug ausführen, um die meiste Zeit ohne Schwierigkeit verstanden zu werden.
- ☐ Ich kann meinen Standpunkt klar machen und an Diskussionen über mir vertraute Themen teilnehmen.
- ☐ Ich kann meine Gefühle oder meine Meinung zu einem bestimmten Thema ausdrücken bzw. jemandem Feedback geben.
- ☐ Ich kann sagen, dass ich etwas nicht verstanden habe, bzw. nach Informationen fragen.
- ☐ Ich kann mit jemandem Informationen austauschen.

Schreiben

- ☐ Ich kann in persönlichen Briefen Erfahrungen, Gefühle und Ereignisse detailliert beschreiben.
- ☐ Ich kann einen Text schreiben und dabei die Sätze verbinden (z. B. mit *and, or, because*) bzw. sie in eine zeitliche Abfolge bringen (z. B. mit *first, second, then*). So lassen sich meine Texte flüssiger lesen.
- ☐ Ich kann einen Brief, einen Sketch oder einen Dialog allein oder gemeinsam mit anderen verfassen.
- ☐ Ich kann Fehler in einer ersten Fassung eines Textes erkennen und korrigieren.
- ☐ Ich kann die Handlung einer Geschichte sowie meine Reaktionen dazu beschreiben.
- ☐ Ich kann Meinungen, Pläne und Handlungen kurz schriftlich begründen und erklären

Was ich sonst noch kann:

.....

.....

.....

Revision part 4: Key

Page 108/1: 1 aren't you 2 isn't it 3 can you 4 won't we 5 do you 6 didn't they

2: 1 price, expensive 2 borrow 3 cheap, buy 4 lend 5 pay, cash 6 change

3: 1b - 2e - 3g - 4c - 5a - 6d - 7f

Page 109/4: 1c - 2b - 3e - 4a - 5g - 6h - 7f - 8k - 9i - 10d - 11j

5: 1 opened, closed 2 collected 3 invited 4 built 5 chosen 6 handed 7 spoken

6: 1 had collected 2 were 3 had 4 had fallen 5 would read

Figure 52. *English to go 4*: WB: big self-check 4 (Westfall & Weber 2006b: 110).

Table 49. *English to go 4*: WB: big self-checks 1-4, analysis grid.

ANALYSIS																	
Book, Task: English to go 4 Workbook, Self checks 1-4 (pp. 30, 56, 82, 110)																	
TYPE:																	
Direct assessment of performance		Indirect assessment of general competence		X	Metacognitive assessment		Assessment of socio-affective factors		Student self-generated test								
Comment:																	
TOOL:																	
Portfolio	Journal	Conference	Student self-generated test		Review pages/check-out-pages		X	Questionnaire									
Comment:																	
CONTENT																	
FORMAT/METHOD:																	
Selected resp.		Limited resp.		Extended resp.		Reading		X	Monologic speaking	X	Dialogic speaking	X					
Multiple-choice		Gap-filling		Information gap		Listening		X	Writing	X	Grammar	Vocabulary					
True/false		Short-answer		Role play		Monologic and dialogic speaking split up in book											
Discrimination		Dialogue-completion		Text production													
Noticing tasks				Presentation/talk		Goal setting			Reflecting on writing process		Can-do-statements	X					
Choosing word(s) for gap						Students tick their skills with one check mark, two check marks, an exclamation mark or they can leave the box free, if they are not ready to assess this subskill; there is also a section for further comments on their knowledge/progress											
Matching																	
Choosing correct form																	
Rating on scale																	
Assigning points						Can-do statements in German											
Comment:																	
KEY:																	
Chapter content		X	CEFR/ELP	X	Book objectives		Student's book			Teacher's book	No key necessary						
Comment:		I-can-do-statements adapted from ELP 11-15 (ESP 11-15)															
POSITION:																	
Beginning of book			End of book		Middle of book		Beginning of unit			End of unit		X					
Comment:		After 4 units: like in coursebook															

Table 50. *English to go 4*: WB: big self-checks 1-4, evaluation grid.

EVALUATION									
Book, Task: English to go 4 Workbook, Self checks 1-4 (pp. 30, 56, 82, 110)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback	X	Clear rationale		Continuity throughout course			Goal-setting
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions		PRE	X	Revision section	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Students rate their competences and knowledge	
Development of SA skills	X	Learning about particular subject		Providing help (e.g. language input)	X	POST		Not given	
Comment:									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High		High		High		High		High	High
Moderate		Moderate		Moderate		Moderate		Moderate	Moderate
Low		Low		Low		Low		Low	Low
Comment: Not likely to be used in formal assessment									



Learning tip: Working effectively in a team.

In der Klasse musst du öfter eine **Aufgabe im Team bearbeiten** und lösen. Du sollst also gemeinsam mit anderen ein Ziel erreichen. Das ist viel leichter möglich, wenn das **Team gut funktioniert**.

Was zeichnet ein Team aus? Was unterscheidet Teamarbeit von Einzelarbeit? Nun – in einer Gruppe sind **mehr Fähigkeiten** und **mehr Wissen** vorhanden. Fünf Köpfe haben mehr Ideen als nur einer. In einer Gruppe sind die **Fähigkeiten** oft **verteilt**: einer kann gut zeichnen, eine andere gut formulieren, ein dritter weiß mehr nützliche Phrasen. Es gibt also **Arbeitsteilung**. Und ihr könnt **voneinander lernen**, euch gegenseitig **Feedback geben**.

Damit ein Team erfolgreich arbeitet, sind ein paar **Grundregeln** wichtig.

- Alle sollen etwas beitragen.
- Jeder darf und soll auch etwas sagen, die anderen hören dabei zu.
- In einem Team sollen alle gleichwertig sein, es kann aber eine Gruppenleitung geben.
- Andere mögliche Aufgabenteilungen in einem Team: Protokoll-Führer/in, Zeitmanager/in, Regel-Beobachter/in.
- Für den Erfolg in einem Team sind alle verantwortlich. Auch für den Misserfolg.

Auch ein „**Team-Fahrplan**“ bewährt sich. Hier ein Beispiel für die Arbeitsschritte bei der Team-Arbeit:

Planung	Wer macht was? Wie wollen wir vorgehen? Wie viel Zeit haben wir, und wie wollen wir sie einteilen?
Durchführung	Die Arbeiten zügig erledigen. Wie können wir einander helfen? Wie kommen wir voran? Die Präsentation vorbereiten.
Auswertung	Wie sehen unsere Ergebnisse aus? Was haben wir gut / weniger gut gemacht? Wie können wir es beim nächsten Mal besser machen?



Der folgende Fragebogen hilft dir nach einer Gruppenarbeit zu beurteilen, ob ihr als Team erfolgreich gearbeitet habt und was ihr noch verbessern könnt.

	Yes!		OK.		No!
Myself	1	2	3	4	5
I felt good in this group.					
The others respected me.					
I worked a lot.					
I have learned a lot.					
I am happy with the results.					
The whole team	1	2	3	4	5
Everybody was involved.					
All of us worked hard.					
We listened to each other.					
We were polite and helped each other.					
We discussed problems openly.					
The task	1	2	3	4	5
We were on task*.					
The goal/s has/have been achieved fully.					
We were prepared enough to do this task.					
Our teacher explained the task well.					

Words and phrases

on task = zielstrebig

Figure 53. English to go 4: WB: learning tip: working effectively in a team. (Westfall & Weber 2006b: 79).

Table 51. English to go 4: WB: learning tip: working effectively in a team, analysis grid.

ANALYSIS																										
Book, Task: English to go 4 Workbook, learning tip: working effectively in a team (p. 79)																										
TYPE:																										
Direct assessment of performance	X	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	X	Student self-generated test																				
Comment:	Students asked to rate how they felt during group work → further questions on why they felt good/bad leads to ass. of socioaffective factors																									
TOOL:																										
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	Questionnaire	X																				
Comment:																										
FORMAT/METHOD:						CONTENT																				
Selected resp.	Limited resp.	Extended resp.	Reading	Monologic speaking	Dialogic speaking																					
Multiple-choice	Gap-filling	Information gap	Listening	Writing	Grammar							Vocabulary														
True/ false	Short-answer	Role play																								
Discrimination	Dialogue-completion	Text production																								
Noticing tasks		Presentation/talk	Goal setting	Reflecting on writing process	Can-do-statements																					
Choosing word(s) for gap																										
Matching																										
Choosing correct form																										
Rating on scale	X																									
Assigning points																										
Comment:	Reflection on team work																									
BASIS:						KEY:																				
Chapter content	X	CEFR/ELP	Book objectives	Student's book	Teacher's book	No key necessary	X																			
Comment:	Reflection after doing group work																									
POSITION:																										
Beginning of book		End of book	Middle of book	X	Beginning of unit	End of unit																				
Comment:	Middle of a unit: after group work phase																									

Table 52. *English to go 4*: WB: learning tip: working effectively in a team, evaluation grid.

EVALUATION									
Book, Task: English to go 4 Workbook, learning tip: working effectively in a team (p. 79)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		Goal-setting	
Students can conduct it independently	X	Qualitative peer feedback		Clear formal instructions	X	PRE	X	Group work; tips on how to work in a group effectively	
Possibility to adapt to students' need		Qualitative teacher feedback		Guidelines for each stage		WHILE	X	Rating one's performance; statements given; scale 1 to 5	
Development of SA skills	X	Learning about particular subject		Providing help (e.g. language input)	X	POST			
Comment									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High		High		High		High		High	High
Moderate		Moderate		Moderate		Moderate		Moderate	Moderate
Low		Low		Low		Low		Low	Low
Comment									

Project Goal-setting

Unit 02

10

Now it is time for you to make your own goals for English.



a. Think about three learning goals you have for English this year.

Then think about what you can do to reach your goals. Fill in the information.

Goal 1
<i>I want to:</i>
<i>What I can do to reach this goal:</i>

Goal 2
<i>I want to:</i>
<i>What I can do to reach this goal:</i>

Goal 3
<i>I want to:</i>
<i>What I can do to reach this goal:</i>

b. Choose the most important goal and write a goal statement.

Think about how often you will do the things to reach your goal.

This year in English I want to

☐ by

☐ by

☐ by

c. Work with a partner and get feedback.

Read your goal statement to your partner. Is it clear? Is it realistic? Can you do it?

d. Revise your goal statement to make it even better.

Figure 54. *English to go 4*: CB: project: goal setting. (Westfall & Weber 2006a: 15).

Table 53. *English to go 4*: CB: project: goal setting, analysis grid.

ANALYSIS											
Book, Task: English to go 4 Coursebook, project goal-setting (p. 15)											
TYPE:											
Direct assessment of performance		Indirect assessment of general competence		Metacognitive assessment		X	Assessment of socio-affective factors		Student self-generated test		
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test				Review pages/check-out-pages		Questionnaire		X
Comment:											
FORMAT/METHOD:											
Selected resp.	Limited resp.	Extended resp.					Reading		Monologic speaking		Dialogic speaking
Multiple-choice	Gap-filling	Information gap					Listening		Writing		Vocabulary
True/ false	Short-answer	Role play							Grammar		
Discrimination	Dialogue-completion	Text production									
Noticing tasks		Presentation/talk					Goal setting	X	Reflecting on writing process		Can-do-statements
Choosing word(s) for gap											
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:	Students need to set goals for English for the new schoolyear										
BASIS:											
Chapter content	CEFR/ELP	Book objectives					Student's book		Teacher's book		No key necessary
Comment:											
POSITION:											
Beginning of book	X	End of book		Middle of book			Beginning of unit		End of unit		
Comment:	In unit 2										

Table 54. *English to go 4*: CB: project: goal setting, evaluation grid.

EVALUATION									
Book, Task: English to go 4 Coursebook, project goal-setting (p. 15)									
IMPLEMENTATION:									
Collaborative definition of criteria		Formative feedback		Clear rationale		Continuity throughout course		Goal-setting	X
Students can conduct it independently	X	Qualitative peer feedback	X	Clear formal instructions	X	PRE			
Possibility to adapt to students' need	X	Qualitative teacher feedback		Guidelines for each stage	X	WHILE	X	Break down goals into manageable steps; progress-checks and self-checks as help; Teacher asks leading questions;	
Development of SA skills	X	Learning about particular subject	X	Providing help (e.g. language input)	X	POST	X	Peer-feedback	
Comment									
QUALITIES (if applicable):									
Practicality		Reliability		Validity		Authenticity		Impact	Interactiveness
High		High		High		High		High	High
Moderate		Moderate		Moderate		Moderate		Moderate	Moderate
Low		Low		Low		Low		Low	Low
Comment									

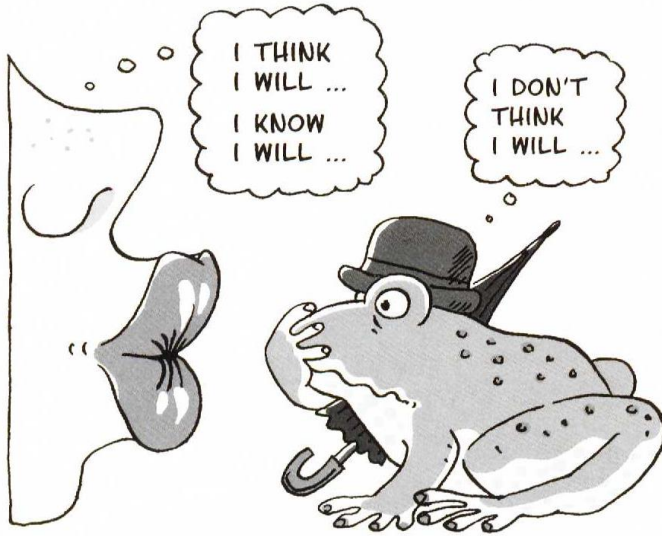
16 Unit This is me!

1 Looking back: Freewrites



- Can you remember your first English lesson?** How have you changed since then? What have you learned? Do a freewrite for two minutes.
- What progress have you made this year?** Do another freewrite for two minutes.
- Now read your freewrite from b. and find an idea that is important.** Do another freewrite about that idea for two minutes.

2 Think about the future. Will you ever use English again? Complete the sentences with your own ideas.



Language to go

have to
hear
learn
listen to
need
send e-mails/letters
should
speak
study
talk to
understand
use
would like to
write

3 Think about what you did in English this year. Make notes. What was the most fun? What did you do well?



	What?	When?
Something I did alone		
Something I did in a team		
Something I did in class		
A time I spoke well in English		
A time I wrote well in English		
A test that went well		
A project that I did		
A text that I really liked		
Something I did not like too much		

Figure 55. English to go 4: WB: portfolio project.1 (Westfall & Weber 2006b: 104).

4 Portfolio planning: What I want to put into my portfolio.

Think about:

- your best work.
- how you learn.
- how you improved.
- your language biography.
- your learning goals.
- extra work.
- how you use English outside of class.

What I want to put into my portfolio:	What it shows:

5 Portfolio planning: Examples of my best work

What	When I did it	How I did it	Why it is my best work
Example of my writing:			
Example of my speaking:			
Example of a project:			

Figure 56. *English to go 4*: WB: portfolio project.2 (Westfall & Weber 2006b: 105).

6 Portfolio planning: Examples of how I improved



What	When I did it	How it shows I improved
Example from my writing:		
Example from my workbook:		
Example from a test:		
Example from English class:		

7 Portfolio checklist

I have

- ☐ a cover page.
- ☐ a cover letter.
- ☐ my language biography.
- ☐ at least one example of my best work.
- ☐ at least one example of how I improved.

Other parts I want to put in:

-
-
-

I think my portfolio is

- ☐ neat.
- ☐ creative.
- ☐ well-organised.
- ☐ interesting.

Figure 57. English to go 4: WB: portfolio project.3 (Westfall & Weber 2006b: 106).

Table 55. *English to go 4*: WB: portfolio tasks, analysis grid.

ANALYSIS											
Book, Task: English to go 4 Workbook, portfolio tasks (p. 104-106)											
TYPE:											
Direct assessment of performance		Indirect assessment of general competence		X	Metacognitive assessment	X	Assessment of socio-affective factors		Student self-generated test		
Comment:											
TOOL:											
Portfolio	X	Journal	Conference		Student self-generated test		Review pages/check-out-pages		Questionnaire		
Comment:											
FORMAT/METHOD:						CONTENT					
Selected resp.	Limited resp.		Extended resp.		Reading		Monologic speaking		Dialogic speaking		
Multiple-choice	Gap-filling		Information gap		Listening		Writing		Grammar		Vocabulary
True/ false	Short-answer		Role play								
Discrimination	Dialogue-completion		Text production		X						
Noticing tasks			Presentation/talk				Goal setting		X	Reflecting on writing process	X
Choosing word(s) for gap											Can-do-statements
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:						Students create a portfolio and reflect on their progress in English over the last school year.					
BASIS:						KEY:					
Chapter content		CEFR/ELP		Book objectives		Student's book		Teacher's book		No key necessary	
Comment:											
POSITION:											
Beginning of book		End of book		X	Middle of book		Beginning of unit		End of unit		
Comment:		Last unit									

Table 56. *English to go 4*: WB: portfolio tasks, evaluation grid.

EVALUATION							
Book, Task: English to go 4 Workbook, portfolio tasks (p. 104-106)							
IMPLEMENTATION:							
Collaborative definition of criteria	Formative feedback	Clear rationale	Continuity throughout course			Goal-setting	X
Students can conduct it independently	X Qualitative peer feedback	Clear formal instructions	X	PRE	X	Freewriting	
Possibility to adapt to students' need	X Qualitative teacher feedback	Guidelines for each stage	X	WHILE	X	Planning portfolio; creating portfolio	
Development of SA skills	X Learning about particular subject	Providing help (e.g. language input)	X	POST			
Comment:							
QUALITIES (if applicable):							
Practicality	Reliability	Validity	Authenticity	Impact		Interactiveness	
High	High	High	High	High	High	High	
Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	
Low	Low	Low	Low	Low	Low	Low	
Comment:							

12.4. More! 4: Analyzed self-assessment tasks & detailed analysis sheets

Progress Check Units 1–4

Listening



BiSt

Listen to the conversation. Tick the correct answers.

- | | |
|---|---|
| <p>1 What kinds of books does Monica like to read?</p> <p>a <input type="checkbox"/> Love stories.</p> <p>b <input type="checkbox"/> Crime stories and thrillers.</p> <p>c <input type="checkbox"/> Science fiction.</p> <p>d <input type="checkbox"/> Animal stories.</p> | <p>4 Monica gets lots of crime stories ...</p> <p>a <input type="checkbox"/> from the library.</p> <p>b <input type="checkbox"/> from her dad.</p> <p>c <input type="checkbox"/> from her aunt Betsy.</p> <p>d <input type="checkbox"/> from her English teacher.</p> |
| <p>2 Monica has ...</p> <p>a <input type="checkbox"/> never read anything by Agatha Christie.</p> <p>b <input type="checkbox"/> never seen any Agatha Christie films.</p> <p>c <input type="checkbox"/> read everything by Agatha Christie.</p> <p>d <input type="checkbox"/> doesn't like Agatha Christie.</p> | <p>5 She also gets a lot of book tips ...</p> <p>a <input type="checkbox"/> from her teacher.</p> <p>b <input type="checkbox"/> from a youth magazine.</p> <p>c <input type="checkbox"/> from a chat group.</p> <p>d <input type="checkbox"/> from her mum.</p> |
| <p>3 Monica thinks that Harlan Coben's thrillers ...</p> <p>a <input type="checkbox"/> are not easy to read.</p> <p>b <input type="checkbox"/> are too scary to read at night.</p> <p>c <input type="checkbox"/> are very silly stories.</p> <p>d <input type="checkbox"/> are so good that she wants to read them all night.</p> | <p><input type="checkbox"/> 5</p> |

Reading

Read the text. Are the sentences T (True) or F (False)?

Friendship

Friendship is very important to young people. It comes right after family for most kids from ages 13–16. Friends are important because they make you feel safe. Going to school together and enjoying your free time – everything is easier if you have friends.

Talking to each other is very important. Kids share secrets, hobbies and interests that they don't share with their parents. A group of kids, for example, often like the same kind

of music. But their parents usually don't like that kind of music at all! If you ask kids what they want from a friend, they say things like "Good friends don't hurt you. They listen to you and they try to understand you. Good friends help you with problems. They respect and trust you and they care about you. Finally, they are still your friend when nobody else is." For young people friendship is much more important than for other age groups.

- | | | |
|---|--------------------------|--------------------------|
| 1 Friends make you feel safe. | T | F |
| 2 Your family and friends often like the same kinds of music. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Good friends always try to understand you. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Real friends are not always there for you. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Friendship is not very important for young people. | <input type="checkbox"/> | <input type="checkbox"/> |

☐ 5

Figure 58. More! 4: SB: progress-check 1.1 (Gerngroß et. al. 2013a: 44).

Grammar

Circle the correct options.

- 1 I didn't hear the telephone because I *listened* / *was listening* to music.
- 2 I *went* / *was going* to Canada last year.
- 3 I *want her to* / *want that she* pick us up a bit earlier.
- 4 As soon as I saw the first scene I knew I *saw* / *had seen* the film before.
- 5 I want *that everyone leaves* / *everyone to leave* the room quietly.
- 6 I didn't want to call you while you *slept* / *were sleeping*.
- 7 She said she *doesn't want* / *didn't want* to go to Salem.
- 8 I went to Boston last summer: I *hadn't been* / *wasn't* there for years.
- 9 John said that he *was running* / *had run* the Boston marathon twice.
- 10 She made me a sandwich but I *didn't eat* / *hadn't eaten* it.

☐ 10

Vocabulary

Match words and definitions.

- | | |
|-----------------|--|
| 1 motive | <input type="checkbox"/> a crime when somebody kills another person |
| 2 murder weapon | <input type="checkbox"/> person who might be the criminal |
| 3 witness | <input type="checkbox"/> person trying to find the criminal |
| 4 suspect | <input type="checkbox"/> a reason for doing something |
| 5 evidence | <input type="checkbox"/> instrument used to kill somebody |
| 6 investigation | <input type="checkbox"/> something that helps you to prove a crime |
| 7 inspector | <input type="checkbox"/> the person who is killed |
| 8 murder | <input type="checkbox"/> a case that is like a puzzle and difficult to solve |
| 9 victim | <input type="checkbox"/> when the police look into a crime to find out the truth |
| 10 mystery | <input type="checkbox"/> a person who has seen something important |

☐ 10

Dialogue

Match the sentences to make a dialogue.

- | | |
|---|---|
| A What's your favourite TV show? | <input type="checkbox"/> B I'm going next summer. |
| A What's it about? | <input type="checkbox"/> B It's <i>Spenser: For Hire</i> . |
| A Do you want to go to Boston some day? | <input type="checkbox"/> B Because my dad has a summer job at Harvard University. |
| A Why are you going to Boston? | <input type="checkbox"/> B Sure, I want to see the Boston Red Sox play. |
| A Will you go to a baseball game? | <input type="checkbox"/> B It's about a cool detective in Boston. |

☐ 5

How did you do?

Listening 4-5 2-3 0-1	Reading 4-5 2-3 0-1	Grammar 8-10 4-7 0-3
Vocabulary 8-10 4-7 0-3	Dialogue 4-5 2-3 0-1	Total 25-35 12-24 0-11

► MORE! ONLINE PROGRESS CHECK - www.more-online.at

PROGRESS CHECK

45

Figure 59. *More! 4*: SB: progress-check 1.2 (Gerngroß et. al. 2013a: 45).

Table 57. More! 4: SB: progress check 1, analysis grid.

ANALYSIS											
Book, Task: More! 4 SB, Progress Check Units 1-4 (pp. 44-45)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	Student self-generated test	Assessment of socio-affective factors	Student self-generated test				
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	X	Questionnaire					
Comment:											
FORMAT/METHOD:							CONTENT				
Selected resp.	Limited resp.	Extended resp.	Reading	X	Monologic speaking	Dialogic speaking					
Multiple-choice	X	Gap-filling	Information gap	Listening	X	Writing	Grammar	X	Vocabulary	X	
True/ false	X	Short-answer	Role play								
Discrimination		Dialogue-completion	Text production								
Noticing tasks			Presentation/talk	Goal setting		Reflecting on writing process		Can-do-statements			
Choosing word(s) for gap											
Matching	X										
Choosing correct form	X										
Rating on scale											
Assigning points	X										
Comment:	Points are assigned and smileys according to results are picked:										
BASIS:							KEY:				
Chapter content	X	CEFR/ELP	Book objectives	Student's book		Teacher's book	X	No key necessary			
Comment:											
POSITION:											
Beginning of book		End of book	Middle of book	Beginning of unit		End of unit	X				
Comment:	Progress-checks after 4 units										

Table 58. More! 4: SB: progress check 1, evaluation grid.

EVALUATION									
Book, Task: More! 4 SB, Progress Check Units 1-4 (pp. 44-45)									
IMPLEMENTATION:									
Collaborative definition of criteria	Formative feedback	Clear rationale	Continuity throughout course			X	Goal-setting		
Students can conduct it independently	Qualitative peer feedback	Clear formal instructions	X	PRE					
Possibility to adapt to students' need	Qualitative teacher feedback	Guidelines for each stage		WHILE					
Development of SA skills	Learning about particular subject	Providing help (e.g. language input)	X	POST	X	Comparison with teacher			
Comment:									
QUALITIES (if applicable):									
Practicality	Reliability	Validity	Authenticity	Impact	Interactiveness				
High	X	High	High	High			High		
Moderate	Moderate	Moderate	Moderate	Moderate			Moderate		
Low	Low	Low	Low	Low	X	X	Low		
Comment:		P: included in book, no extra effort; R: compared with teacher; V: content-v high bc Based on unit, construct-v. low bc No real SA; no authentic texts or purpose; I: no formative feedback, only summative information – counting points; IN: no encouragement to engage							

Progress Check Units 5–8

Listening



Listen to a scene from *The Black Heart*. Complete the sentences.

- 1 Kidevil that Superkid has got the Black Heart.
- 2 The Black Heart belongs to the Masters from the Deco.
- 3 Kidevil wants to have over the world.
- 4 Superkid says Kidevil has no
- 5 Kidevil doesn't let Janet go, because he still her.

☐ 5

Reading



Read the text. Then choose the correct answers to the questions.

On his first day in the USA, George Oman lost all his money. George had left his country, Syria, because there was fighting there. When the 19 year-old landed in New York, he got in a taxi. Suddenly, the driver took out a gun and pointed it at him. "He took all my money," George said.

George called the New York police. Two nice police officers helped him. They gave him some money and put him on a train to Washington.

When he got to Washington, George looked for a job. He washed cars, sold ice cream, and worked as a taxi driver at night. He

worked very hard. In 1993, he got a job doing the washing up at a small restaurant. The manager liked George. He told him to study the menu carefully so he could become a waiter. "All the food on the menu was new to me," George said. But George became a waiter. Sometimes George worked 20 hours a day! When he was tired, he slept in his car.

That was 11 years ago. George is 33 now. He's married and has two children. Today he is the manager of a big restaurant. There are six people working for him. George has made it – thanks to his hard work!

- 1 On George's first day in the USA,
 - a ☐ fighting started.
 - b ☐ he became a taxi driver.
 - c ☐ he bought a gun.
 - d ☐ someone took all his money.
- 2 In Washington, George
 - a ☐ drove a taxi day and night.
 - b ☐ couldn't get a job.
 - c ☐ had more than one job.
 - d ☐ opened his own café.
- 3 Then George got a job in a
 - a ☐ dentist's office.
 - b ☐ restaurant.
 - c ☐ supermarket.
 - d ☐ bank.
- 4 What is the best title for the text?
 - a ☐ A day in the USA
 - b ☐ Helpful police
 - c ☐ A new menu
 - d ☐ Hard work pays

☐ 4

Figure 60. More! 4: SB: progress-check 2.1 (Gerngroß et. al. 2013a: 82).

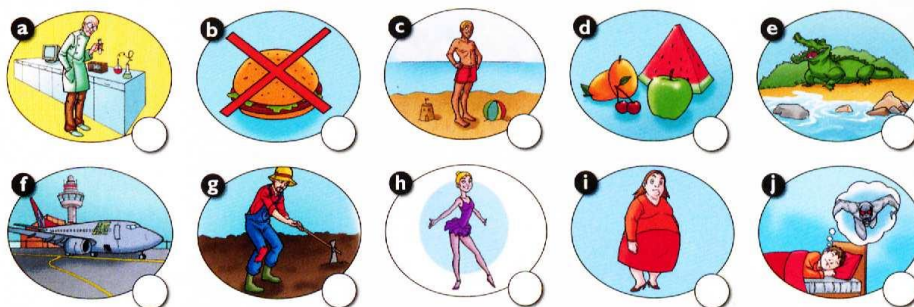
Grammar Circle the correct option.

- 1 It's half past four. At six the bus *comes in* / *would come in* and we have to be there.
- 2 Hurry up. The train *leaves* / *left* in an hour.
- 3 I wanted to know what she *thought* / *will think* of the story.
- 4 He asked us where we *lived* / *did we live*.
- 5 After I *had been* / *was* for a run, I had a large breakfast.
- 6 Your garden looks really *beautifully* / *beautiful*.
- 7 I can *hard* / *hardly* wait for the lesson to end.
- 8 I want you to be very *careful* / *carefully*, Superboy.
- 9 You haven't met Celia, *have you* / *did you*?
- 10 Please tell me. I said something wrong, *haven't I* / *didn't I*?

☐ 10

Vocabulary

Match the sentences with the pictures.



- 1 I want to be a dancer when I leave school.
- 2 My father works outdoors.
- 3 Burgers aren't healthy, so I don't eat them.
- 4 She is overweight.
- 5 I like to eat fresh fruit.
- 6 Scientists work in labs.
- 7 I had a nightmare about an evil superhero.
- 8 We saw alligators in Florida.
- 9 Our flight leaves in ten minutes.
- 10 I got a great tan at the beach.

☐ 10

Dialogue

Match the sentences and the answers.

- 1 Do you want some meat with your vegetables?
- 2 What do you want to do when you leave school?
- 3 Did you get to school on time today?
- 4 When do you have to be at the airport?
- 5 Is the Czech Republic in the European Union?

- ☐ Yes, but I had to walk quickly.
☐ Yes, I think it is.
☐ No thanks. I'm a vegetarian.
☐ I want to work in an office.
☐ Our plane leaves at 10 a.m.

☐ 5

How did you do?

Listening 😊 4-5 😐 2-3 😞 0-1	Reading 😊 3-4 😐 2 😞 0-1	Grammar 😊 8-10 😐 5-7 😞 0-4
Vocabulary 😊 7-10 😐 4-6 😞 0-3	Dialogue 😊 4-5 😐 2-3 😞 0-1	Total 😊 25-34 😐 14-24 😞 0-13

► MORE! ONLINE PROGRESS CHECK - www.more-online.at

PROGRESS CHECK

83

Figure 61. More! 4: SB: progress-check 2.2 (Gerngroß et. al. 2013a: 83).

Table 59. *More!* 4: SB: progress check 2, analysis grid.

ANALYSIS											
Book, Task: More! 4 SB, Progress Check Units 5-8 (pp. 82-83)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	Student self-generated test	Review pages/check-out-pages	X	Questionnaire			
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test								
Comment:											
FORMAT/METHOD:											
Selected resp.	Limited resp.	Extended resp.	CONTENT								
Multiple-choice	X	Gap-filling	X	Information gap		Reading	X	Monologic speaking		Dialogic speaking	
True/ false		Short-answer		Role play		Listening	X	Writing		Grammar	X
Discrimination		Dialogue-completion		Text production						Vocabulary	X
Noticing tasks				Presentation/talk		Goal setting		Reflecting on writing process		Can-do-statements	
Choosing word(s) for gap											
Matching	X										
Choosing correct form	X										
Rating on scale											
Assigning points	X										
Comment:	Points are assigned and smileys according to results are picked:										
BASIS:											
Chapter content	X	CEFR/ELP		Book objectives		Student's book		Teacher's book	X	No key necessary	
Comment:											
POSITION:											
Beginning of book		End of book		Middle of book		Beginning of unit		End of unit			X
Comment:	Progress-checks after 4 units										

Table 60. *More! 4*: SB: progress check 2, evaluation grid.

EVALUATION									
Book, Task: More! 4 SB, Progress Check Units 5-8 (pp. 82-83)									
IMPLEMENTATION:									
Collaborative definition of criteria	Formative feedback		Clear rationale		Continuity throughout course		X	Goal-setting	
Students can conduct it independently	Qualitative peer feedback		Clear formal instructions	X	PRE				
Possibility to adapt to students' need	Qualitative teacher feedback		Guidelines for each stage		WHILE				
Development of SA skills	Learning about particular subject	X	Providing help (e.g. language input)		POST	X	Comparison with teacher		
Comment									
QUALITIES (if applicable):									
Practicality	Reliability	Validity	Authenticity	Impact	Interactiveness				
High	X	High	High	High	High				
Moderate		Moderate	Moderate	Moderate	Moderate				
Low		Low	Low	Low	X	X	Low		X
Comment	P: included in book, no extra effort; R: compared with teacher; V: content-v high bc. Based on unit, construct-v. low bc. No real SA; no authentic texts or purpose; I: no formative feedback, only summative information – counting points; IN: no encouragement to engage								

Progress Check Units 9–11

Listening



Listen to the conversation and choose the correct answers to the questions.

- 1 When and where did Monica's hobby start?
 - a ☐ Five years ago on holiday.
 - b ☐ Almost five years ago in Spain.
 - c ☐ Around six years ago in Spain.
 - d ☐ Seven years ago on a family holiday.
- 2 How many pens did Monica have when she returned from Spain?
 - a ☐ less than 6
 - b ☐ about 7
 - c ☐ 67
 - d ☐ 550
- 3 It's easier for Monica to collect hotel pens because
 - a ☐ she gets them from other people.
 - b ☐ she swaps them for postcards.
 - c ☐ her friend works in a hotel.
 - d ☐ her parents travel a lot.
- 4 Monica's favourite pen ...
 - a ☐ was very expensive.
 - b ☐ belongs to her friend.
 - c ☐ is from San Francisco.
 - d ☐ is from an expensive hotel.
- 5 Monica has another pen that she got ...
 - a ☐ from the Ritz hotel in San Francisco.
 - b ☐ when she was in San Francisco two years before.
 - c ☐ in San Francisco, but she doesn't like it.
 - d ☐ from a friend's father in San Francisco.

☐ 5

Reading

Read the text and tick (✓) T (True) or F (False).

Fairness at our school

Like all students at our school you are all different. You come from different families, and you have different interests and abilities. Some of you come from different countries and speak different languages. You are all important to us.

Please keep to these rules:

- Please make sure you respect all the other students, too, no matter how different they are.

- If there are problems, talk to your teachers. They will help you to solve problems. Don't forget that you have a right to learn.

- Use friendly language when you talk to teachers and other students.

- Everyone has the right to be in a school that looks nice. Keep your classrooms tidy. Do not throw things in the corridors and do not damage anything.

- Ask yourself: If I were at an ideal school, what would it be like? Then help us to create that ideal school together!

A message to your parents:

- Parents should make sure their child comes to school regularly and on time.
- Parents should make sure their child is well dressed and wears the school uniform.

- 1 The school is only for British children.
- 2 You should talk to a teacher if you're not happy.
- 3 The leaflet asks students to look after their school.
- 4 The leaflet asks parents to make sure their children aren't late for school.
- 5 The leaflet asks students to take care how they are dressed.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

☐ 5

0

PROGRESS CHECK

Figure 62. More! 4: SB: progress-check 3.1 (Gerngroß et. al. 2013a: 110).

Grammar

Circle the correct option.

- 1 If she *hadn't studied* / *didn't study* all last night, she would have got bad marks in the test.
- 2 It *might* / *must* be a good idea to let people know they want to close the park.
- 3 If they play badly, they *can* / *could* lose the game.
- 4 I *haven't seen* / *didn't see* the guy with the tattoos since last week.
- 5 I *wouldn't have met* / *would meet* her if it hadn't been for you.
- 6 I would have *phoned* / *phone* you if I'd had my phone with me.
- 7 If I *had seen* / *saw* him last night, I would have told him.
- 8 He *has collected* / *collected* 25 pens yesterday.
- 9 We *could* / *must* always say that the piercing was our idea.
- 10 It *has been* / *was* five years ago that I started collecting garden gnomes.

☐ 10

Vocabulary

Choose words in the box to complete the sentences.

There are two you won't use.

proud
go
furious
story
done
bridegroom
say
bride
telling
library
helpless
saying

- 1 There wasn't anything I could do. I felt really
- 2 The police let him free after four hours.
- 3 I read a great about Nelson Mandela.
- 4 The looked really beautiful in her white dress.
- 5 When he didn't get all the books he wanted, he was really
- 6 I want you to 'sorry' to him. Now!
- 7 I got top marks in the test. I felt so
- 8 In his there were some books that were very important to him.
- 9 I hadn't anything wrong but the teacher didn't believe me.
- 10 I could see in his eyes that he wasn't the truth.

☐ 10

How did you do?

Listening 4-5 2-3 0-1	Reading 4-5 2-3 0-1	Grammar 8-10 4-7 0-3
Vocabulary 8-10 4-7 0-3	Total 22-30 10-21 0-9	

► MORE! ONLINE PROGRESS CHECK - www.more-online.at

PROGRESS CHECK

Figure 63. More! 4: SB: progress-check 3.2 (Gerngroß et. al. 2013a: 111).

Table 61. More! 4: SB: progress check 3, analysis grid.

ANALYSIS											
Book, Task: More! 4 SB, Progress Check Units 9-11 (pp. 110-111)											
TYPE:											
Direct assessment of performance	X	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	Student self-generated test						
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	X	Questionnaire					
Comment:											
FORMAT/METHOD:						CONTENT					
Selected resp.	Limited resp.	Extended resp.	Reading	X	Monologic speaking	Dialogic speaking					
Multiple-choice	X	Gap-filling	Information gap	Listening	X	Writing	Grammar	X	Vocabulary	X	
True/ false	X	Short-answer	Role play								
Discrimination		Dialogue-completion	Text production								
Noticing tasks			Presentation/talk	Goal setting	Reflecting on writing process	Can-do-statements					
Choosing word(s) for gap	X										
Matching											
Choosing correct form	X										
Rating on scale											
Assigning points	X										
Comment:	Points are assigned and smileys according to results are picked:										
BASIS:						KEY:					
Chapter content	X	CEFR/ELP	Book objectives	Student's book	Teacher's book	X	No key necessary				
Comment:											
POSITION:											
Beginning of book		End of book	Middle of book	Beginning of unit		End of unit	X				
Comment:	Progress-checks after 4 units										

Table 62. *More!* 4: SB: progress check 3, evaluation grid.

EVALUATION									
Book, Task: More! 4 SB, Progress Check Units 9-11 (pp. 110-111)									
IMPLEMENTATION:									
Collaborative definition of criteria	Formative feedback		Clear rationale		Continuity throughout course	X	Goal-setting		
Students can conduct it independently	Qualitative peer feedback		Clear formal instructions	X	PRE				
Possibility to adapt to students' need	Qualitative teacher feedback		Guidelines for each stage		WHILE				
Development of SA skills	Learning about particular subject	X	Providing help (e.g. language input)		POST	X	Comparison with teacher		
Comment:									
QUALITIES (if applicable):									
Practicality	Reliability	Validity	Authenticity	Impact	Interactiveness				
High	X	High	High	High	High				
Moderate	Moderate	Moderate	Moderate	Moderate	Moderate				
Low	Low	Low	X	Low	Low	X	X	Low	X
Comment:	P: included in book, no extra effort; R: compared with teacher; V: content-v high bc. Based on unit, construct-v. low bc. No real SA; no authentic texts or purpose; I: no formative feedback, only summative information – counting points; IN: no encouragement to engage								

Progress Check Units 12–14



Listening Listen to Laura and Martin talking about Plan 9 From Outer Space. Tick the statements T (True) or F (False).

- 1 Plan 9 From Outer Space is a new movie.
- 2 It is one of the worst movies ever.
- 3 The story is about aliens who are zombies.
- 4 Laura didn't think it was funny.
- 5 Martin might watch the film.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

☐ 5

Reading



Read the book review. Then choose the correct answers to the questions after it.

The Boy in the Dress by David Walliams

This is a lovely book!

Walliams is an actor and a writer for TV (*Little Britain*), and this is his first children's book. The story is about 12-year-old Dennis, who lives with big brother John and their dad. Mum has gone and Dennis misses her terribly. Dennis really likes two things: playing football with his friend Darvesh – and looking at fashion* magazines. Everybody knows that Dennis is a great footballer, but not everybody knows that Dennis has bought the famous fashion magazine *Vogue*.

Raj, who runs the shop, knows, but Dennis said to him it was for a friend. Dad knows and is shocked, because boys don't buy fashion magazines. And Lisa, the most beautiful girl in the school knows. Lisa is two years older, but they become friends because both are really interested in fashion. Then Lisa has an idea. Dennis should dress up* as a girl and come to school with her as a French girl who came to visit. At first Dennis doesn't want to, but then he dresses up as a girl – and everybody, even his friend Darvesh, thinks he is a girl. A pity there's a double French lesson that day!

Everything becomes very difficult, and I don't want to tell you what happens when the headmaster finds out, what happens when Dennis is not allowed to play football, what happens when Lisa and Dennis meet the headmaster at Raj's shop. Let me just tell you: it's all very funny (and a bit sad). Walliams invented some very fine and funny characters and he wrote a great book. With the great story come great drawings. Quentin Blake, who did the drawings for Roald Dahl, makes the book great to look at, too. Let's hope there will be more from Walliams and Blake!

- 1 What family problems does Dennis have?
 - a ☐ His mother has left them.
 - b ☐ His father is often away at work.
 - c ☐ He doesn't get on well with his brother.
 - d ☐ He is lonely* because he's an only child.
- 2 Why do Lisa and Dennis become friends?
 - a ☐ Because they are in the same class at school.
 - b ☐ Because Lisa is secretly in love with Dennis.
 - c ☐ Because they share the same interest.
 - d ☐ Because they are both good-looking.
- 3 What does Dennis think of Lisa's idea to dress him up as a girl?
 - a ☐ He can't wait to do it.
 - b ☐ He refused to do it.
 - c ☐ He is not very keen on it to start with.
 - d ☐ He doesn't think she's serious.
- 4 What happens to their plan?
 - a ☐ Nobody knows that the "French girl" is really Dennis.
 - b ☐ It goes wrong.
 - c ☐ Everyone thinks it's really funny.
 - d ☐ Dennis decides not to do it at the last minute.
- 5 Who illustrated the book?
 - a ☐ David Walliams.
 - b ☐ Roald Dahl.
 - c ☐ Quentin Blake.
 - d ☐ None of the above.

VOCABULARY: fashion – Mode
dress up – sich verkleiden
lonely – einsam

☐ 5

Figure 64. *More! 4*: SB: progress-check 4.1 (Gerngroß et. al. 2013a: 138).

Grammar Circle the right word.

- 1 I fell over and hurt *himself* / myself.
- 2 Who *flew* / *did fly* the plane?
- 3 Helen always buys her school things *herself* / myself.
- 4 What did I / What do you have for dinner yesterday?
- 5 I made this cake *me* / myself.

☐ 5

Vocabulary Write the words under the pictures.

prize sunrise race fly orbit spaceship win astronaut adult invitation



☐ 10

Dialogue

Complete these mini-dialogues with the sentences in the box.

Then it serves him right!
I think you know that!
You're kidding. Why did it happen?
No, you can't. Not now and not ever!

- 1 Boy Did you hear about Connie having a fight with Fred?
Girl 1.....
Boy She caught him kissing Natalie.
Girl 2.....
- 2 Boy Can I talk to you?
Girl 3.....
Boy Why not? What did I do?
Girl 4.....

☐ 4

How did you do?

Listening

😊 4-5 😐 2-3 ☹️ 0-1

Reading

😊 4-5 😐 2-3 ☹️ 0-1

Grammar

😊 4-5 😐 2-3 ☹️ 0-1

Vocabulary

😊 7-10 😐 4-6 ☹️ 0-3

Dialogue

😊 3-4 😐 2 ☹️ 0-1

Total

😊 25-29 😐 12-24 ☹️ 0-11

► MORE! ONLINE PROGRESS CHECK - www.more-online.at

PROGRESS CHECK

Figure 65. More! 4: SB: progress-check 4.2 (Gerngroß et. al. 2013a: 139).

Table 63. *More!* 4: SB: progress check 4, analysis grid.

ANALYSIS																
Book, Task: More! 4 SB, Progress Check Units 12-14 (pp. 138-139)																
TYPE:																
Direct assessment of performance	X	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	Student self-generated test											
Comment:																
TOOL:																
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	X	Questionnaire										
Comment:																
FORMAT/METHOD:						CONTENT										
Selected resp.	Limited resp.	Extended resp.	Reading	X	Monologic speaking	Dialogic speaking										
Multiple-choice	X	Gap-filling	Listening	X	Writing	Grammar						X	Vocabulary	X		
True/ false	X	Short-answer														
Discrimination		Dialogue-completion														
Noticing tasks			Information gap		Role play	Text production						Goal setting	Reflecting on writing process	Can-do-statements		
Choosing word(s) for gap	X		Presentation talk													
Matching	X															
Choosing correct form	X															
Rating on scale																
Assigning points	X															
Comment:	Points are assigned and smileys according to results are picked:															
BASIS:						KEY:										
Chapter content	X	CEFR/ELP	Book objectives	Student's book	Teacher's book	X						No key necessary				
Comment:																
POSITION:																
Beginning of book		End of book	Middle of book	Beginning of unit	End of unit	X										
Comment:	Progress-checks after 4 units															

Table 64. *More! 4*: SB: progress check 4, evaluation grid.

EVALUATION									
Book, Task: <i>More! 4</i> SB, Progress Check Units 12-14 (pp. 138-139)									
IMPLEMENTATION:									
Collaborative definition of criteria	Formative feedback	Clear rationale		Continuity throughout course	X	Goal-setting			
Students can conduct it independently	Qualitative peer feedback	Clear formal instructions	X	PRE					
Possibility to adapt to students' need	Qualitative teacher feedback	Guidelines for each stage		WHILE					
Development of SA skills	Learning about particular subject	Providing help (e.g. language input)	X	POST	X	Comparison with teacher			
Comment:									
QUALITIES (if applicable):									
Practicality	Reliability	Validity	Authenticity	Impact		Interactiveness			
High	X	High	High	High		High			
Moderate	Moderate	Moderate	Moderate	Moderate		Moderate			
Low	Low	Low	Low	Low		Low			
Comment:	P: included in book, no extra effort; R: compared with teacher; V: content-v high bc. Based on unit, construct-v. low bc. No real SA; no authentic texts or purpose; I: no formative feedback, only summative information – counting points; IN: no encouragement to engage								

12.5. Analysis and evaluation grids samples

Table 65. Global analysis grid sample

Book:	
Author/s	
Year of publication	
Publisher	
Materials	
Grade and language level	
Structure of students' book(s)	
Structure of units	
Count of pages	
Count of SATs	
Count of pages for SATs	
Aims and objectives	
Explicit statement on SA	

Table 66. Analysis grid sample

ANALYSIS											
Book, Task:											
TYPE:											
Direct assessment of performance	Indirect assessment of general competence	Metacognitive assessment	Assessment of socio-affective factors	Student self-generated test							
Comment:											
TOOL:											
Portfolio	Journal	Conference	Student self-generated test	Review pages/check-out-pages	Questionnaire						
Comment:											
FORMAT/METHOD:						CONTENT					
Selected resp.	Limited resp.	Extended resp.									
Multiple-choice	Gap-filling	Information gap	Reading	Monologic speaking	Dialogic speaking						
True/false	Short-answer	Role play	Listening	Writing	Grammar						
Discrimination	Dialogue-completion	Text production									
Noticing tasks		Presentation/talk	Goal setting	Reflecting on writing process	Can-do-statements						
Choosing word(s) for gap											
Matching											
Choosing correct form											
Rating on scale											
Assigning points											
Comment:											
BASIS:						KEY:					
Chapter content	CEFR/ELP	Book objectives	Student's book	Teacher's book	No key necessary						
Comment:											
POSITION:											
Beginning of book	End of book	Middle of book	Beginning of unit	End of unit							
Comment:											

Table 67. Evaluation grid sample

EVALUATION									
Task/ Book:									
IMPLEMENTATION:									
Collaborative definition of criteria	Formative feedback		Clear rationale		Continuity throughout course			Goal-setting	
Students can conduct it independently	Qualitative peer feedback		Clear formal instructions		PRE				
Possibility to adapt to students' need	Qualitative teacher feedback		Guidelines for each stage		WHILE				
Development of SA skills	Learning about particular subject		Providing help (e.g. language input)		POST				
Comment:									
QUALITIES (if applicable):									
Practicality	Reliability	Validity	Authenticity	Impact	Interactiveness				
High	High	High	High	High	High	High	High	High	
Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	Moderate	
Low	Low	Low	Low	Low	Low	Low	Low	Low	
Comment:									

12.6. Abstract in German (Deutsche Zusammenfassung)

Die vorliegende Diplomarbeit setzt sich mit dem Thema Selbstbeurteilung beziehungsweise Selbstevaluierung von Schülerinnen und Schülern auseinander. Im Detail wurde erforscht inwiefern Selbstbeurteilung in geläufigen österreichischen Schulbüchern für das Unterrichtsfach Englisch vertreten ist, welche Aufgaben gestellt werden, wie diese aufgebaut sind und ob diese auch potentiell effektiv beziehungsweise erfolgreich sind. Hierzu wurden vier Schulbuchserien ausgewählt, einschließlich *Prime Time 5*, *Make Your Way 5*, *English to go 4* und *More! 4*, und alle verfügbaren Materialien analysiert.

Im ersten Teil der Arbeit wird bereits existierende Literatur besprochen, auf Basis derer anschließend Analyse-Kriterien gesammelt und Analyse-Tabellen erstellt wurden. Relevante Begriffe und Konzepte werden definiert, Gründe um Selbstbeurteilung in den Unterricht einfließen zu lassen, Stellungnahmen offizieller Dokumente, wie dem *Gemeinsamen Europäischen Referenzrahmen für Sprachen*, dem Curriculum und der Leistungsbeurteilungsverordnung, die verschiedenen Typen der Selbstbeurteilung und wie diese in der Praxis umgesetzt werden soll, werden im theoretischen Teil adressiert. Anschließend wird Literatur zur Durchführung einer Lehrmaterial-Analyse vorgestellt.

Im empirischen Teil dieser Arbeit wird zuerst eine globale Analyse präsentiert, worauf eine detaillierte Analyse und Evaluation der vorgefundenen Selbstevaluierungs-Aufgaben folgen. Die Studie hat ergeben, dass von einem Schulbuch ohne jegliche Einbeziehung von Selbstbeurteilung, über jenes, das behauptet einen Fokus darauf zu legen, bei genauerer Betrachtung dies aber nicht der Fall ist, zu einer Schulbuchserie, die viele verschiedene Arten von Selbstbeurteilung eingliedert und darüber hinaus ein zusätzliches Lerntagebuch anbietet, alles vertreten ist.