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secondary students

A coursebook analysis

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Abstract

This coursebook analysis examines three Austrian EFL coursebooks (More! Student's Book 1, 2022b; More! Student's Book 2, 2024b; Easy Book 1, 2022; Easy Book 2, 2024; English Step by Step Student's Book 1, 2022a; English Step by Step Student's Book 2, 2024a) accredited for the first and second grade of AHS or MS contexts. The main focus lays on receptive skills tasks such as reading and listening comprehension tasks. For this endeavor two frameworks, based on research in the field (Cunningsworth, 1995; Gray, 2010; Harwood, 2014; Littlejohn, 2011; McGrath, 2002, 2007, 2013; Richards & Rodgers, 2014; Tomlinson, 2008a, 2013, 2022, 2023a; Tomlinson & Masuhara, 2018, 2021), were created. The first one is designed for a general comparison of the coursebook series, while the second one is developed for the analysis and evaluation of six reading and six listening tasks. The aim is to investigate the task design in regard to the task types, their integration within a pre-, while, and post-structure, additional teacher's book recommendations and the overall pedagogical implications. Based on the results the data reveal that typical assessment tasks are mainly integrated in while-phase stages and prevalent in all materials investigated. Learning tasks, which involve contextualization, activation of prior knowledge and the usage of the newly acquired information within a meaningful context are detected in the pre- and post-stages. Nevertheless, these kinds of tasks are not always integrated into a three-part arrangement and the given instructions in the coursebooks are found to be lacking explicit strategy instruction in most cases. These shortcomings are partly compensated through the input found in the teachers' books. Consequently, the role of teachers as evaluators of materials and active conductors of lessons is highlighted and the need for teacher training to equip them with knowledge about materials design and effective science-based teaching insights is pointed out.

Keywords: EFL, coursebook analysis, listening comprehension, reading comprehension

Diese Kursbuchanalyse untersucht drei österreichische Englisch Schulbücher (More! Student's Book 1, 2022b; More! Student's Book 2, 2024b; Easy Book 1, 2022; Easy Book 2, 2024; English Step by Step Student's Book 1, 2022a; English Step by Step Student's Book 2, 2024a), welche für allgemein höhere Schulen und Mittelschulen approbiert sind. Der Hauptfokus liegt auf den rezeptiven Aufgabenformaten, d.h. Lese- und Hörverständnis. Zwei Rahmenkonzepte, basierend auf wissenschaftlichen Erkenntnissen aus dem Untersuchungsgebiet (Cunningsworth, 1995; Gray, 2010; Harwood, 2014; Littlejohn, 2011; McGrath, 2002, 2007,

2013; Richards & Rodgers, 2014; Tomlinson, 2008a, 2013, 2022, 2023a; Tomlinson & Masuhara, 2018, 2021) wurden für die Analyse entwickelt. Das erste Rahmenkonzept ist für den allgemeinen Vergleich der Kursbuchreihen konzipiert, während das zweite für die Detailanalyse und Evaluierung von sechs Lese- und Hörverständnisaufgaben entwickelt worden ist. Das Ziel dieser Arbeit ist es das Aufgabendesign in Bezug zu den Aufgabentypen und ihrer Integration in eine Vorbereitungs-, Durchführungs- und Nachbereitungsstruktur, sowie die Empfehlungen der Lehrerhandbücher und die daraus resultierenden pädagogischen Implikationen zu untersuchen. Basierend auf den Ergebnissen zeigen die Daten, dass typische Testformate vor allem in die Durchführungsphase integriert sowie in allen untersuchten Materialien vorzufinden sind. Lernaufgaben, welche die Kontextualisierung, Aktivierung von Vorwissen und den Gebrauch der neugewonnenen Informationen in einem relevanten Kontext beinhalten, sind in der Vorbereitungs- und Nachbereitungsphase enthalten. Dennoch sind diese Formate nicht immer in eine Dreiphasenstruktur integriert und in den meisten Fällen ist ein Mangel an expliziten Strategieranweisungen in den Kursbüchern festzustellen. Diese Schwächen sind teilweise durch zusätzliche Inhalte in den Lehrerhandbüchern kompensiert. Abschließend wird die Rolle der Lehrperson hervorgehoben, die sowohl die Evaluation der Materialien als auch die Durchführung des Unterrichts betrifft sowie die Notwendigkeit von Weiterbildungen für die Aneignung eines Fachwissens über Material Design und wissenschaftlich bestätigte Lehrmethoden betont.

Schlagwörter: Englisch als Fremdsprache, Kursbuchanalyse, Hörverständnis, Leseverständnis

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List of abbreviations

CEFR.....	Common European Framework of References
FRE.....	Flesh Reading Ease
GFI.....	Gunning Fog Index
MTLD	Measure of textual lexical diversity
S	student
SB	student's book
ESBS.....	English Step by Step
T.....	teacher
TTR.....	Type-Token-ratio
WB.....	workbook
TB.....	teacher's book
RC.....	Reading comprehension
LC.....	Listening comprehension

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1. Introduction

Teaching English as a foreign language (EFL) entails that students have fewer opportunities to use English compared to those learners, who are in a country where English is used as a second language (ESL). This implies that teachers need to generate learning environments that can provide opportunities for learners to use their foreign language competence in a meaningful way, including all four skills, i.e., speaking, writing, reading and listening (Richards, 2015). To achieve this aim, teaching materials, especially coursebooks are widely used to provide students with written and spoken input. In Austria, teachers have a significant amount of freedom to choose their teaching resources, including coursebooks. Since every student is provided with an affordable set of textbooks by the Austrian Federal Ministry of Education, Science and Research (BMBWF), these are still often used as a main source in the classroom. This has also been my impression during my practicum placements as part of studying the teacher's program at the University of Vienna and more recently while teaching at an Austrian AHS. The importance attached to coursebooks and the freedom Austrian teachers have in choosing which one to use, needs to be attached to the process of analyzing and evaluating textbooks. Therefore, the following coursebook analysis is aimed at comparing and contrasting three accredited Austrian English coursebooks (More! Student's Book 1, 2022b; More! Student's Book 2, 2024b; Easy Book 1, 2022; Easy Book 2, 2024; English Step by Step Student's Book 1, 2022a; English Step by Step Student's Book 2, 2024a) in regard to their treatment of reading and listening comprehension tasks, and so addressing the skills often neglected (Richards, 2015).

There is a significant amount of research about materials development and how to generate frameworks for evaluating existing coursebook series by authors such as Cunningsworth (1995), Littlejohn (2011), McGrath (2002, 2013), Richards and Rodgers (2014), Tomlinson (2008a, 2022, 2023a) and Tomlinson and Masuhara (2018, 2021). Moreover, some of these authors as well as others also conducted coursebook analyses themselves (Gray, 2010; Harwood, 2014; Littlejohn, 2011; McGrath, 2002, 2007; Tomlinson, 2013). In regard to the Austrian setting, over the last years there were some coursebook analyses conducted within a number of Master's theses which lay the focus on specific areas, such as pronunciation (Gamsjäger, 2024; Pointner, 2022), grammar (van Dyck-Breuß, 2025), multilingualism (Liszt, 2023) and intercultural communicative competence (Beißkammer, 2014). Others focused on reading skills (Irnberger, 2016) or listening competence (Döring, 2018). While some of the mentioned most recent theses also used contemporary coursebooks their emphasis was not on

the treatment of receptive skills of these books, which shows a research gap. Consequently, the outcome of this thesis could be valuable for current or future teachers who might work with these coursebooks series.

In order to achieve this aim, the chosen materials will be analyzed on the basis of four interrelated research questions:

- RQ1: How are reading and listening comprehensions designed in terms of their task types and formats in Austrian EFL coursebooks for 1st and 2nd grade students?
- RQ2: Which pre-/while and post reading and listening tasks are presented?
- RQ3: What accompanying information for specific reading and listening tasks is given in the teachers' books?
- RQ4: Which pedagogical implications can be drawn from the coursebook analysis?

For the acquisition of the data from the books a specific framework for the analysis will be presented and the results will be discussed in the light of the literature review.

The overall structure of this thesis takes the form of two main parts, which are divided into seven chapters including subsections about specific aspects of the topic. The first part, including this introduction, starts with providing background research about teaching materials. This contains the presentation of general distinctions in subsection 2.1, followed by strengths and weaknesses of coursebooks. After these introductory passages the focus shifts to material development and specific approaches of language teaching materials. In subsection 2.4 the emphasis is then moved to materials analysis and evaluation before concluding chapter two with a brief outlook on material design. The third chapter is concerned with the presentation of receptive skills, starting with overlapping theoretical concepts about reading and listening processes. After this description, section 3.2 is dedicated to outlining general learning strategies, followed by the description of specific listening skills and strategies in section 3.3, as well as specific reading purposes and strategies in section 3.4. At the end of the first part, well known task types are presented and the structure of reading and listening comprehension tasks is described.

The second part of this thesis starts with the fourth chapter, which introduces the theoretical framework of the coursebook analysis followed by a description of the research design. Section 4.3 then continues with the presentation of the results from the conducted analysis. The last section of chapter four is then dedicated to the discussion of the results in regard to the research questions and the theoretical foundation. Afterwards the conclusion in chapter five incorporates

the main results, limitations and possible further directions of research. Finally, the appendix and bibliography conclude this paper.

2. Teaching materials

2.1 General distinctions of teaching materials

Teachers all over the world use teaching materials to conduct their lessons to fulfill specific aims and objectives, which are often based on a syllabus or curriculum for a specific target group. Depending on the participants of a course, educators can use a great variety of published coursebooks which also offer a number of additional materials in order to reach a specific proficiency level or skillset in a second or foreign language. McGrath (2013, pp. 2–3) outlines three main kinds of teaching materials, such as coursebook series, including textbooks, workbooks, test builders, teachers' books and audio visual materials, which were produced by recognized publishers. Moreover, reference materials such as dictionaries, grammar books and summaries as well as preparatory books for exams are part of teaching materials. In addition to these published items, teacher-generated material, which is often based on authentic texts or audio input, constitutes a major source. Additionally, instructors adapt existing worksheets according to their target group's needs and create quizzes and activities themselves or let their students create materials that could be recycled for other classes. Nowadays, AI-supported tools, such as ChatGPT, are also used to produce worksheets and teaching materials and even lesson plans by using suitable prompts (Amin, 2023, p. 2).

In addition to these rough distinctions, Mc Grath (2013, p. 3) also differentiates the materials on the basis of their place of production, which can be either global or local, the potential users and their needs as well as the targeted skills or systematic language elements, such as grammatical or phonetic aspects. The intended audience of such coursebooks is highly dependent on the educational context. For example, books targetting native speakers will have a different focus on language than materials which are specifically developed for ESL (English as a second language) or EFL (English as a foreign language) speakers. Moreover, some schools with a focus on business or a particular profession use coursebooks for ESP (English for specific purposes). The goals of the predetermined consumers will also have an influence on the design, structure and focus of the material.

Furthermore, materials can be distinguished on four levels according to Tomlinson (2001, p. 66) which are “instructional”, “experiential”, “elicitative” and “exploratory”. Each of these given categories deals with a certain aspect aimed at benefiting the learning process. The first term implies that the product delivers information about the language, and the second suggests that

the user is being confronted with the usage of the target language. The next aspect, i.e., elicitive, describes the trigger for active language usage and the final category focuses on the individual exploration of the communication system.

Additionally, Mc Grath (2013, p. 4) differentiates between non-verbal and verbal materials, as well as so called “materials-as-content” and “materials-as-language”. As the name suggests, the first category includes all forms of depictions, objects or images that can help to create a link to new concepts in the learner’s mind. However, these non-verbal elements tend to be rather restricted in contrast to any language resource written, spoken or heard, or a combination of these, as in the case of multimedia supplies. Therefore, students can try to learn the demonstrated structures and receive guidelines for communication. One example would be the teacher’s talk in the classroom, others could be videos, recordings or written text.

The concept of “materials as content” comes into play, when teachers engage their learners to use the target language, which is dependent on a suitable environment. This entails having “someone to talk to, something to talk about, and a desire to understand and make yourself understood” (Howatt & Widdowson, 2004, p. 210). McGrath (2013, p. 4) emphasizes that active communication needs an interesting and relevant starting point to generate an intrinsic motivation to interact. He specifies that materials about language also need to provide information on how the foreign language works. This could be either deductive, by offering clear explanations, or inductive, by giving examples where the pattern needs to be deciphered (McGrath, 2013, p. 5).

Consequently, there are various materials which can be characterized by specific factors. According to Tomlinson (2023a, p. 2), everything that aids in acquiring language proficiency could be considered a teaching or learning material. However, coursebook series seem to play a significant role in the educational context, which was also stated by Masuhara and Tomlinson (2008, p. 17) who listed similar teaching supplies. Therefore, based on their global significance the effectiveness of coursebooks needs to be monitored and evaluated.

2.2 Strengths and weaknesses of coursebooks

After having distinguished between specific teaching materials, the question remains whether coursebooks are overall useful, and more specifically, what their potential strengths and weaknesses could be.

Using published textbooks can have numerous advantages for teachers and learners. McGrath (2013, p. 5) highlights these seven core benefits:

- Reduction of lesson preparation time
- Provision of a coherent program
- Methodological support
- Learner-centeredness
- Standardized instruction
- Visual and cultural appeal
- Inclusion of extra material

As can be deduced from the list one of the main advantages is the time-saving aspect of coursebooks, which offers a variety of tasks, allowing for easy integration into a lesson plan. Especially for teachers of many different grades, it can be time consuming to create tasks and worksheets for each class. Secondly, these books can provide a coherent program of action, which should be based on the curriculum even if this is not necessarily so in every case. Cunningsworth (1995, p. 7) suggests that these supplies can be highly useful to novice teachers, who still need to find their teaching style and develop their self-confidence and methodological repertoire. However, he also stresses that educators should be “primarily concerned with teaching the language and not the textbook” (Cunningsworth, 1995, p. 7).

Thirdly, as mentioned before coursebooks could offer methodological assistance in providing a variety of different tasks with diverse linguistic foci. Based on Tomlinson (2008b, p. 6) good ELT materials include activities which can support a genre-based approach. Fourthly, a learner-centered book does not only deliver guidelines for teachers but also for learners. In this way, it enables the user to review what has been done in the past and also gain insights into what will be taught in the future (McGrath, 2013, p. 6). Cunningsworth (1995, p. 7) also views coursebooks as reference supplies for students in regard to linguistic elements. Fifthly, McGrath (2013, p. 6) emphasizes the practical aspect in regard to comparability throughout classes, due to the regulated and guided content presentation. This could also cater for administrative problems such as teacher swaps due to leaves of absence like maternity or sick leave, since teachers can continue where the last teacher ended his or her instruction.

The sixth benefit identified is that published materials are often designed to be attractive for users through the use of images, photographs, colorful fonts (Tomlinson, 2008b, p. 6) and, as McGrath (2013, p. 6) describes it, “magazine style formats”, which are supposed to make learning more interesting. Moreover, they are also meant to be sources for cultural education,

which implicates learning about various traditions and ways to reflect about one's own life. Lastly, textbooks tend to be accompanied by a significant number of extra materials which can offer opportunities for "self-directed learning or self-access work" (Cunningsworth, 1995, p. 7). Current textbooks also often provide online resources, including video materials and apps, as well as extra worksheets. In sum, many teachers view coursebooks as convenient and valuable resources for teaching and learning.

Nevertheless, Mishan (2022, p. 491) questions this legitimization of coursebooks by practicality and availability, which tends to appeal to teachers and learners. She argues that one of the major drawbacks of published textbooks is their universal usage despite the diverse needs of learners, which would demand revisions and adaptations for specific groups, aims and objectives (Mishan, 2022, p. 501). Therefore, regional products which are not mainly driven by revenue and based on scientifically proven learning strategies would be the goal (Tomlinson, 2008b, p. 9). This view is also shared by Saraceni (2023, p. 58) who argues that most published books follow an analogous construction and topic selection that does not reflect learners' life-world and are mostly differing by their design, which implies that their methodology and aims are supposedly similar too. She lists some typical features which were discovered in previous research (Masuhara, 2013; Saraceni, 2022), which involve the occurrence of uncontextualized tasks and the predominant presence of the PPP approach although it is not thoroughly backed by research (2023, p. 58). Therefore, Saraceni states some concerns about textbooks and also concludes that they have clear limitations when they are used without any further teacher guided transformations (2023, p. 59). In the past, some authors (Richards & Rodgers, 2014; Tomlinson, 2008b, p. 8) also criticized the prominence of the PPP approach and the content selection in coursebooks, which frequently does not meet the learners' interests.

Nevertheless, Harwood (2010, p. 4) mentions that Allwright (1981) and textbook authors such as Hutchinson and Torres (1994) as well as O'Neill (1982) acknowledge that materials might require modifications to accommodate for individual classrooms needs. Therefore, it can be said that no coursebook should be used without prior examination of the content and the methodology, in order to evaluate the suitability for the particular classroom. In contrast, Harwood (2014, p. 26) argues that teachers could also be misusing textbooks when they are not consulting the teachers' books for pedagogical guidance or are potentially not well enough trained to implement the given tasks successfully. Another reason could be that teachers are not consulting the curricula to see whether the materials actually match.

Another important consideration concerns the intended audience. The buyers of the books are predominantly school administrators and teachers, which according to Tomlinson (2003) has an impact on the composition of the materials since choice lies not with the learners, but with individuals often looking for a heightened comparability and standardization. Therefore, Tomlinson (2008b, p. 7) mentions several visible sales strategies, such as the positioning of attractive pictures to be easily seen when browsing the books and the structure and length of the chapters including repetitive usages of test formats as training tools for exams. Consequently, he claims that there is a discrepancy within the industry in producing a profitable product which also adheres to known foundations of language learning.

Some other fears about dominant textbook use involve the loss of control over content and methodology, which could result in reduced individualization and differentiation. This problem is targeted by Littlejohn (2011, p. 205) who suggest a technique called “reverse engineering” that allows educators to uncover the core concepts and goals of tasks by analyzing aspects such as the focus, the interaction format, involved cognitive processes as well as the input and expected output of the learners (2011, p. 189). This close examination is meant to enable users to gain more control over materials and foster their self-confidence as professionals to remodel activities if necessary.

Generally, coursebooks tend to have a number of advantages, especially for novice teachers and offer practical solutions for the administration of courses by providing coherent and regulated content which allows for comparability and uniform testing. However, researchers in the field of language teaching voice much criticism regarding the global usage of books which are often perceived as comprehensive and fully legitimate materials. As a result, the aim should be to see the published materials as a collection of suggested supplies which can facilitate and encourage language learning but does not need to rule the lessons by being omnipresent (Bell & Gower, 1998; Richards, 2001).

After all, teachers are responsible for offering interesting and relevant classes, which also gives them the authority to modify materials to their learners’ needs. This freedom of choice of teaching materials will also be of interest in the second part of this thesis, since Austrian teachers have by law the privilege to choose their instruction materials if they adhere to the principles of the curriculum.

2.3 Materials development

The following section is dedicated to describing different frameworks for the development of coursebook tasks, as a basis for the analysis and evaluation.

Generally, there are a variety of frameworks such as the text-driven approach, CLT approaches, task-based approaches and the well-known present-practice-production (PPP) approach. Furthermore, there are content-based approaches.

2.3.1 Text driven approach

According to Tomlinson (2023c, p. 104) the text-driven approach has been shown to harmonize with research about SLA the most. Based on his own experiences and knowledge about language acquisition he coined the principle of a text-driven approach in 1995 and has used it for many years in different contexts. (Tomlinson, 1995)

In line with this approach, nine important steps to creating a framework are listed below (Tomlinson, 2023c, pp. 104–111):

- 1.) Text collection
- 2.) Text selection
- 3.) Text experience
- 4.) Readiness activities
- 5.) Experiential activities
- 6.) Intake response activities
- 7.) Development activities
- 8.) Input response activities
- 9.) Development activities

The first three items on the list deal with the chosen text, which are the core elements of the framework. Generally, texts should be chosen that can activate an emotional connection that could provoke an increase in interest and deepened engagement with a text (Tomlinson, 2023c, p. 105). These texts could be from various sources and are not limited to written works. Moreover, at the first stage as the name suggests teachers or even learners can focus on collecting engaging sources before selecting them for specific usages, since it can be quite challenging to find these kinds of captivating elements. Therefore, he recommends compiling texts over a longer period of time. Furthermore, he suggests a “criterion-referenced” process of selection, which means that the materials need to be suitable for the chosen audience which can

be checked by several questions about the capability of it to engage and inspire the audience (Tomlinson, 2023c, pp. 105–106). After this selection he advocates for another process of reevaluation of the chosen texts to ensure that they have the potential to challenge the users on an emotional and intellectual level.

After these first three steps, the development of six different activities begins. Each task has a specific goal and needs to be designed carefully. Firstly, to establish an adequate foundation Tomlinson (2023c, p. 107) highlights the importance of “readiness activities”. The core idea is to evoke background knowledge and stimulate an inner process in the learners’ minds (Tomlinson, 1999b, p. 63). One way would be to activate personal experiences, which deal with the forthcoming content. Secondly, to personalize the engagement with the content even more “experiential activities” are meant to help the learners become part of the chosen materials. This can happen either by letting them explore the content silently, while reading or listening, or incorporating them into the process of production. Tomlinson (2023c, pp. 108–109) explains that educators can let students finish sentences of a poem or ask them to act out what they hear.

The next phase, which is called “intake response” involves a reflection about what has been experienced, without having to answer questions about the content. Therefore, the pressure of finding the correct solution is being removed and replaced by the opportunity to voice thoughts and opinions, which are guided by the teacher. However, Tomlinson also concedes that some classes or students might need more guidance since the observations about the text could be on a surface level (2023c, p. 109). Subsequently, the “development activities” invite groups of students to revisit the used resource and create their own versions, which should relate to their own lives. Consequently, they can be creative, explore their ideas and learn from the input as well as their created output, since every member of a group can add valuable elements.

Finally, the last two steps of Tomlinson’s text-driven approach involve “input response” and an editing process of their prior generated product from the development activity. The former can have two different foci such as being of an interpretative or an awareness-raising nature. On the one hand, interpretation tasks could require the learners to question the author’s objectives and start a debate or ask them to link the topic to a prevailing societal discourse. Awareness tasks, on the other hand, aim at the investigation of a specific component of the input text, such as a linguistic element or strategy, which should then be examined in another context in order to identify similarities or differences in use (2023c, p. 110). This potentially challenging process is expected to be facilitated through the comprehensive exploration of the material in the preceding steps. As a finishing step, the newly-gained knowledge could be incorporated into

their previous group work activity. Consequently, the learners are meant to revise their work and apply what they learned, which can also foster their conception of the beneficial aspects of editing processes and test their comprehension (2023c, p. 111).

As a remark, the author highlights that the framework is not set in stone and can be used by teachers according to their classes' needs. Nevertheless, the basic order should not be changed without due thought, even if omissions can be appropriate (Tomlinson, 2023c, p. 111).

2.3.2 Communicative language teaching

The most prominent approach to language teaching is communicative language teaching (CLT) with the objective to equip students with communicative competence (Hymes, 1972), which implicates having know-how about a language and being able to use it successfully and in a meaningful context.

This approach is based on five core competences (Bachmann, 1990; Canale & Swain, 1980; Faerch et al., 1984) The first one is linguistic competence, which includes having expertise about a language, which is expressed through the correct use of grammatical forms and the compliance with the grammatical rules (2000, p. 46). Correspondingly, pragmatic competence is required to achieve an objective such as getting someone to do a specific task or expressing a need for something. This process might demand knowing which tense or grammatical form is needed to implicate a message (Hedge, 2000, p. 48). Additionally, discourse competence is a relevant factor for ongoing communication. It entails knowing how to start, sustain and end a conversation as well as how to incorporate new information or referring to what has been said before. Moreover, in case that the conversation might break down, due to a lack of vocabulary or linguistic competence, strategic competence is essential. It can act as a coping mechanism by using the first language, using gestures, describing what is being meant and inviting the other person to help (Canale & Swain, 1980, p. 25). Hedge (2000, p. 53) calls these techniques “*achievement strategies*” [original emphasis]. The last component of communicative competence deals with the degree of ease or difficulty to articulate oneself, which is referred to as fluency. Being fluent, therefore, implies a variety of skills, such as proper pronunciation, coherent and cohesive speech, and the ability to react spontaneously during a conversation (Hedge, 2000, p. 54). Consequently, all the mentioned competences are presumed to be indicators for communicative competence and are core features of CLT.

Since communicative activities are based on the idea of authentic contexts for language acquisition, they need to account for unforeseen events in conversations. For this reason, Prabhu

(1987, pp. 46–47) created a useful framework for three different task types which are often used in present coursebooks. A short description on the basis of Hedge's (2000, pp. 58–59) summaries is delivered:

The first one, called information - gap activity, deals with a transactional process between two participants who do not share the same amount of information. Exemplary, two learners could fill each other's knowledge gaps about a route to a specific place on a map or details on an image. Another popular format is to fill out a table which is given in a text.

A more challenging task is the reasoning-gap activity. In this case students need to extract information by inferring it from the given context, since it is not directly stated. Consequently, it is necessary to comprehend the given resources in order to identify a possible answer. This could be useful in the case of a problem, in a specific situation where the best solution should be found.

Lastly, the opinion-gap activity, which is more open than the other two described tasks, aims at eliciting participants' beliefs and assumptions in a given context. This could entail making a judgement about a situation or developing a theory based on information. Notably, the focus is not on right or wrong results in the debate or discourse.

2.3.3 Task-based approach

Another fairly popular approach is the task-based approach, which focuses on exercises as a main source for lesson preparation and educating processes. In a similar fashion as CLT it highlights the importance of authentic communication in relevant contexts (Richards & Rodgers, 2014, p. 174) . Van den Branden (2006, p. 3) highlights that the learning objectives are formulated to outline the communicative intentions instead of the required linguistic elements such as grammatical concepts or vocabulary.

In contrast to the PPP approach, task- based language teaching (TBLT) aspires to activate the learners' linguistic horizon by an unrestricted language use. Moreover, it can offer more natural circumstances and is therefore more learner-oriented and centered (Richards & Rodgers, 2014, p. 175). Furthermore, Feez (1998, p. 17) outlines that the approach is more oriented on the procedure than on the final result.

With these circumstance in mind, Richards and Rodgers (2014, p. 186) list some propositions from researchers about task design, for instance, Pica and colleagues (1993), who named five tasks:

- Jigsaw tasks
- Information gap tasks
- Problem solving tasks
- Decision-making tasks
- Opinion exchange tasks

The first item on the list describes an activity which requires a small group of people who each receive a fact or a piece of information with the goal to assemble the parts coherently. The next four tasks are quite similar to the CLT tasks presented above. As the name suggests, the information gap task is identical with Prabhu's (1987, pp. 46–47) activity. Furthermore, the problem-solving task shares the core principle of the reasoning-gap activity to find a suitable solution from the given information. Additionally, the next two tasks, which are called decision-making and opinion exchange tasks, are both concerned with stating arguments; however, the latter does not require to come to a conclusion during a debate or discussion. For this reason, the opinion exchange is comparable to the opinion-gap activity. The decision-making exercise on the other hand demands the participants to confer about a solution and clearly determine their choice. (Richards & Rodgers, 2014, p. 186).

Comparatively, there are other descriptions which offer some more insights into the task design. Richards and Rodgers (2014, pp. 186–187) list the following types of tasks:

- One-way or two-way: concerning the transactional character between participants
- Convergent or divergent: regarding the kind of goal
- Collaborative or competitive: working in teams vs against each other
- Single or multiple outcomes: providing one or more results
- Concrete or abstract language: concerning the kind of language use
- Simple or complex processing: depending on the cognitive demands of the task
- Simple or complex language: depending on the lexical and grammatical choices
- Reality-based or not reality based: providing an authentic or artificial task

In sum, the task-based approach is rooted in the principles of communicative language teaching and shares some task designs. Nevertheless, its base is the task itself which guides the planning and teaching process.

2.3.4 PPP

The presentation- practice- production (PPP) was established in the situational language teaching approach, which is related to the oral approach, and was developed by a British researcher in the early 20th century (Richards & Rodgers, 2014, p. 44). According to Richards and Rodgers, it is still a widely used approach in current textbooks, which is also observed by Tomlinson and Masuhara (2021, pp. 134–136) who highlight the advantages of the task-based approach over the PPP approach.

The main idea of the oral and situational approach is that the oral transmission of controlled language from the teacher builds the basis for further learning and needs a strict form of rehearsal and training to ensure a basis for independent use of language (Pittmann, 1963, p. 188).

Richards (2015, p. 66) describes that especially in lessons with a focus on speaking or grammar instruction the PPP- approach is omnipresent, starting with the delivery of the core concept in a context, which should facilitate the apprehension of the content. Afterwards the focus should be on the regulated practice of the newly acquired language items. In the final phase a transition takes place where there is a “move from a focus on accuracy (or skill-getting) to fluency (or skill-using)” (2015, p. 66). Consequently, the students enter the production stage and should practice in an open context.

2.4 Materials analysis and evaluation

After the introduction of specific approaches to materials development and their prominent task designs, this section will focus on the analysis and evaluation of materials. Various factors need to be taken into consideration when describing and making informed judgements about teaching and learning resources. In reference to the first chapter, which outlined reasons for a justification of pre-written materials as well as counterarguments for their usage and the necessity of adaptive processes to create suitable content for a specific target group, the following chapter is dedicated to presenting general distinctions, guidelines and checklists, which can be used to create unique frameworks to assess possible “hidden outcomes” (Littlejohn & Windeatt, 1989) of materials. However, since each analyst has specific objectives and target groups in mind when analyzing materials, no already existing framework or checklist might exactly address the same issues which require individualized sets of questions. Nevertheless, guidelines can still be useful.

2.4.1 General distinctions

As a basic requirement, there needs to be a distinction between the term analysis and evaluation. Tomlinson and Masuhara (2018, p. 54) highlight that each has unique aims and ways of execution. Generally, an analysis is of an objective and descriptive nature which means that there could be a list of visible characteristics and a description of what the coursebooks or other resources are trying to deliver (Tomlinson, 1999a, p. 10).

In contrast, an evaluation is interpretative and aims at predicting or measuring the users' and the reviewers' reaction to the materials. Possible effects could be feedback on the layout, the appeal of the chosen themes and their reliability to fulfill their aims and objectives. Moreover, feedback could be given in regard to the material's ability to affect learners emotionally and challenge them adequately. Additionally, the resources' practicality for use as well as their quality from a teacher's point of view could be part of an evaluation. These effects can be classified into micro and macro effects on learners (Tomlinson & Masuhara, 2018, pp. 53–54).

Table 1. *Macro and micro effects (Tomlinson & Masuhara, 2018, pp.53-54)*

Macro effects	Micro effects
Understanding and production of language	Engagement
Acquisition of language	Motivation
Development of language skills	Self-reflection
Development of communicative competence	Self-esteem
	Autonomy
	Attitudes

Looking at the macro and micro effects, it can be seen that they focus on different aspects and concern a global perspective about language learning on the one hand and an individual perspective, which outlines personal and affective elements on the other hand.

Generally, there are three main types of materials evaluation: pre-use, in or whilst-use and post-use evaluation. McGrath (2013, pp. 14–15) states that the first form is often used by people who select the book and normally also by teachers before they use it in the classroom. This kind of evaluation is also important for researchers who want to measure the potential benefits of materials without conducting the evaluation with learners. The second form of evaluation can be used during a course. In the best case some teachers use the materials simultaneously and discuss their experiences and collect feedback from the users afterwards. (McGrath, 2013, p. 15). Lastly, according to Tomlinson (1999), significant long- and short-term effects can be interpreted after the completion of a course.

2.4.2 Frameworks and guiding questions

Over the last decades a number of frameworks, checklists and guiding questions were created to analyze and evaluate textbooks. The next section is dedicated to summarizing the framework by Tomlinson, Littlejohn and Cunningsworth with a particular emphasis on the second and third since they will be of particular importance for the created framework for the actual coursebook analysis.

To measure specific effects, Tomlinson (2023b, p. 42) advocates for the development of “a set of formal criteria”, which can be adapted to create “subsequent context specific sets”. Therefore, evaluators could start with forming questions about the materials depending on what they want to focus on. These sets of questions should be edited to ensure that they are serving the purpose of the evaluation, before they can be categorized. The criteria could be media-, content-, or age-specific. Furthermore, as mentioned before, the local specific features are important to identify if the materials are suitable for the given target group. Then after a trial phase, the evaluation can be executed (Tomlinson, 2023b, pp. 46–48).

Additionally, Littlejohn offers two frameworks, which can guide researchers and teachers to develop their own guidelines for analysis and evaluation. Firstly, he proposes the categories “publication” and “design”, which focus on the underlying principle of materials as “pedagogical device[s]” (2011, pp. 182–183), which he describes should be of assistance for language acquisition and instruction. By setting clear boundaries, a restriction of the aspects which will be taken into consideration in the analysis, is suggested. The following figure shows the chosen aspects, which are divided into the two categories mentioned.

Figure 1. *Analysis framework (Littlejohn, 2011, p. 183)*

1. Publication 1. Place of the learner's materials in any wider set of materials 2. Published form of the learner's materials 3. Subdivision of the learner's materials into sections 4. Subdivision of sections into sub-sections 5. Continuity 6. Route 7. Access
2. Design 1. Aims 2. Principles of selection 3. Principles of sequencing 4. Subject matter and focus of subject matter 5. Types of teaching/learning activities • what they require the learner to do • manner in which they draw on the learner's process competence (knowledge, affects, abilities, skills) 6. Participation: who does what with whom 7. Learner roles 8. Teacher roles 9. Role of the materials as a whole

The given list in Figure 1 outlines under the headline “publication” some physical and structural aspects and suggests analyzing the position of the analyzed resource within their course package. Additionally, it helps to reveal how audio and audiovisual material is being embedded, which can have an influence on the methodological choices of a teacher. The second section, which is called “design” is concerned with pedagogical implications and methodological aspects, dealing with underlying rules of allocation as well as questions regarding the manner of tasks and the roles of participants and instructors. This section allows the researcher to find out whether a reorganization of the proposed tasks is encouraged and how the learners and teacher are involved in the exercises. Being able to change the order and manner of the given tasks could offer more freedom for the users, but it is only possible if certain activities are not dependent on each other or require certain new grammatical or lexical structures. Consequently, the analyst needs to take a broader look at various aspects such as the overall structure and sequencing in the materials. These insights can then be used for drawing conclusions about the pedagogical implications. Littlejohn himself highlights the missing depth and the resulting restricted outcome which led him to create a framework based on three levels of analysis, which provides more guidance through the investigation while also offering more possibilities for individualization (Littlejohn, 2011, pp. 184–185). These three levels are presented in the figure below.

Figure 2. *Three levels of analysis (Littlejohn, 2011, p. 185)*

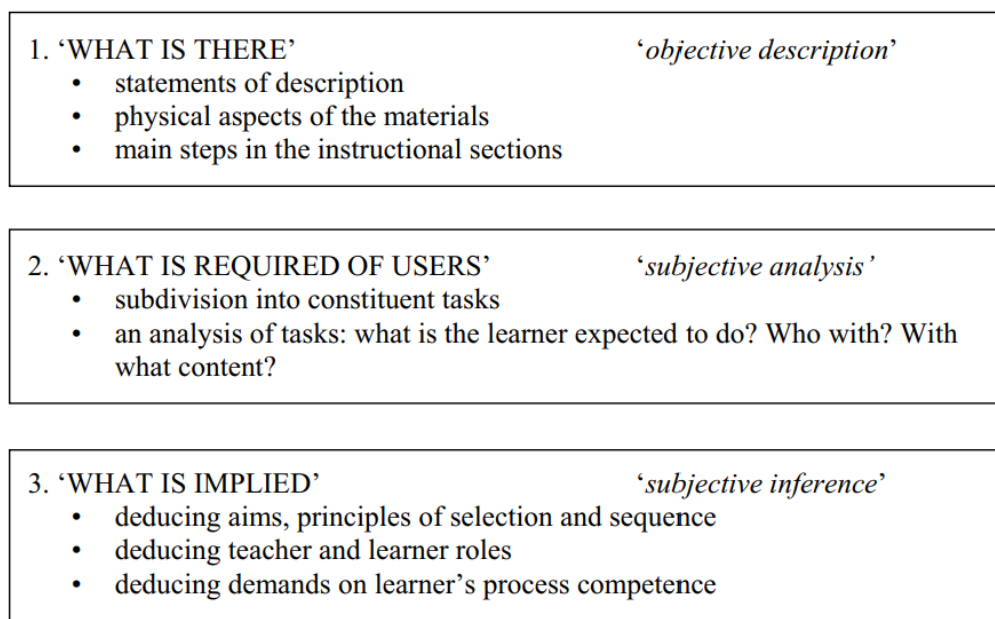


Figure 2 shows the three-step procedure, which starts on a descriptive level and directs the user through an individual observation process to a subjective inference and interpretation of the chosen aspects in teaching resources.

Taking a closer look at the first level, it can be deduced that it starts with similar aspects as the previous framework by asking about the general facts such as the author(s), publisher(s), the target group, the type of material, the size, the number of pages, the content of the course package, as well as the color scheme and the arrangement of the units. Moreover, some internal observations could also include the layout, sections within units and whether the learners have the possibility to use the material as a self-studying tool or are dependent on an instructor with access to the audio and video files. Additionally, some chapters could be described and analyzed in an exemplary manner to search for repeating compositions and regularities throughout the design. Consequently, the main aim of this level is to achieve an objective description of the material which delivers comparable results (Littlejohn, 2011, p. 186).

In a second step, the focus shifts from the objective point of view to a subjective analysis, which should lead the researcher to draw conclusions about the usage of the materials, according to their instructions and intended aims. Littlejohn (2011, p. 188) highlights that these observations can only deliver relevant insights if the activities are broken down into smaller parts. Therefore, the aim is to take a closer look at the presented tasks in the materials and investigate their internal structure. As a basis for this step, there needs to be a clear definition of what a task consists of and what characteristics it can have. Generally, at this level of analysis, an objective

evaluation of a learning aim will not be possible since the person in charge will have to assess the tasks according to his or her perception of the intended goal since apart from the comments in the teacher's handbook there might be no further indications of the underlying objective. Nevertheless, the author suggests three core features, which are given as guiding questions to deconstruct the nature of an activity (Littlejohn, 2011, p. 189).

Table 2. *Analysis questions (Littlejohn, 2011, p.189)*

Process What is the learner expected to do?	Turn-take	Focus	Mental operation
Participation Who with?	Alone	Pair/ group work	Whole class
Content With what content?	Input to learners - Form - Source - Nature	Output from learners - Form - Source - Nature	

These key questions which are shown in Table 1 can be summarized under the aspects process, participation and content. Firstly, the aspect “turn-take”, which belongs to the first question describes the form of expected communication from the user. This could entail having to use given phrases, producing own language or simply reading or listening to an input. Furthermore, it should be noted if the task is form or meaning-focused or combines both aspects. The following category “mental operation” suggests a characterization of the involved cognitive processes such as “repetition, deducing language rules, or broader processes such as hypothesizing, negotiating and so on” (Littlejohn, 2011, p. 190). Secondly, the aspect of participation concerns the interaction format of a task, whether it is set up as an individual task, a pair or group work or an activity which is meant for the whole class and dealt with within a plenary setting. Thirdly, Littlejohn draws attention to the actual matter dividing it into the given input and the expected output. A close observation requires looking at the form (written, spoken), source (materials, teacher, learner) and nature (clarification, information, (non-) fiction). Additionally, the teacher's book could also add information about the creators' aims and objectives. Consequently, Littlejohn (2011, p. 190) states that deconstructing a task according to these questions could unfold the “the underlying character of the materials” and therefore help to draw conclusions about the roles of students and instructors and verify if the presented goals are met.

The last level of the presented framework relies on the findings of the first and second level analysis and helps users to make informed interpretations about the materials. Through a synopsis of the description and analysis of the resources, statements about the areas of interest (e.g. pedagogical value, learner-teacher roles, adherence to claims, gender representation) can be formulated. This level, therefore, builds the evaluative part of the observation (Littlejohn, 2011, p. 197). As a result, the presented framework facilitates a clear distinction between the objective description, provides a methodology for analyzing tasks by dissecting them and helps to draw conclusions about the obtained impressions.

After this thorough description of a general framework the focus will be directed toward specific questions and checklists, provided by Cunningsworth (1995), which focus on the analysis and evaluation of reading and listening tasks.

Similar to Littlejohn and Tomlinson, Cunningsworth also includes a resource bundle and offers a checklist to analyze the “make-up of courses” (1995, p. 28). Moreover, he suggests some guiding questions to make inferences about the relation between the provided materials and also delivers specific guidelines to analyze the organization of the content and other areas, such as language form and use, grammar, vocabulary, phonology, discourse, style and appropriacy and English varieties. Generally, he uses open, yes/ no and follow-up questions.

Looking specifically at listening skills, he states that materials target this skill in two ways, the first one being subordinated to the speaking skill, when listening is used in active communication, which demands for the ability to predict what will be said and strategic competence, to ask for clarification when a conversational breakdown takes place. Secondly, when being of main interest in listening comprehension tasks, when the main goal is to gain knowledge about a topic or to retain specific information to answer questions. According to Cunningsworth (1995, p. 67) the presence of a pre-listening- task, which draws the users’ attention to the topic and possibly elicits prior knowledge, is essential. Additionally, a recording could be added to a reading task or used as an introductory task for a particular topic (1995, p. 67).

His checklist includes the following questions (Cunningsworth, 1995, p. 68):

Figure 3. *Checklist listening (Cunningsworth, 1995, p. 68)*



Checklist for listening

- ☐ What kind of listening material is contained in the course?
 - Does listening form part of dialogue/conversation work?
 - Are there specific listening passages?
- ☐ If there are specific listening passages, what kind of activities are based on them – comprehension questions, extracting specific information, etc?
- ☐ Is the listening material set in a meaningful context?
- ☐ Are there pre-listening tasks, questions, etc?
- ☐ What is the recorded material on audio-cassette like in terms of:
 - sound quality
 - speed of delivery
 - accent
 - authenticity?
- ☐ Is there any video material for listening?
- ☐ If so, is good use made of the visual medium to provide a meaningful context and show facial expression, gesture, etc?

As can be deduced from Figure 3, Cunningsworth provides a number of questions and sub-questions in order to analyze and evaluate listening tasks. Initially, he starts with a general question about the type of listening content presented in the materials, followed by an observation of the included elements and expected outcomes. In particular, the goal is to portray what learners have to do, however, he does not include the social interaction format like individual, pair, group or plenary work as suggested by Littlejohn (2011, p. 190). Moreover, this checklist also takes the context as well as the design and structure of the exercises into consideration. Subsequently, the focus shifts to the qualitative features of the audios, which concern intelligibility, pace, articulatory characteristics (accent) and authenticity. Lastly, the availability of accompanying visual material is being discussed and its elements are being taken under investigation.

As a result, Cunningsworth offers specific questions for listening tasks, nevertheless, his checklist does not aim to deconstruct the tasks as thoroughly as Littlejohn's framework, which was described in the previous section. Furthermore, his analysis is not as clear-cut in terms of distinguishing between an objective and subjective level of analysis, which needs to be considered before using.

In regard to the second receptive skill, which is reading, the author emphasizes the variety of functions of reading exercises. These are seen as instrumental in enhancing students' reading

abilities and techniques, while also introducing or reinforcing key grammatical concepts. Additionally, Cunningsworth (1995) proposes that texts provide valuable models for writing practice and offer content that engages and interests students. In combination with recordings of the texts they could also have a positive effect on the learners' knowledge about the often-occurring mismatch of written words and their articulation. Furthermore, their crucial role in encouraging discussion and speaking activities is highlighted. Finally, the author mentions that reading allows students to analyze and reflect on language structure and usage at their own speed, deepening their understanding of the language (1995, p. 73).

As a consequence, Cunningsworth (1995, p. 73) states that aspects such as authenticity, effective pre-, while- and post- activities and a relevant context are crucial for successful reading tasks. Therefore, his checklist for reading includes the following questions (Cunningsworth, 1995, p. 80):

Figure 4. *Checklist reading Cunningsworth (1995, p. 80)*

- **Checklist for reading**
- ☐ Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?
 - ☐ Is there a focus on the development of reading skills and strategies?
 - ☐ Is the reading material linked to other skills work?
 - ☐ Is there emphasis on reading for pleasure and for intellectual satisfaction?
 - ☐ How many reading texts are there, and how frequently do they occur?
 - ☐ How early on in the course (at elementary level) do reading texts start to appear?
 - ☐ How long are the texts? Do they encourage intensive/extensive reading?
 - ☐ How authentic are the texts?
 - ☐ Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable, unlikely to date)?
 - ☐ What text types (*genres*) are used? Are they appropriate?
 - ☐ Are the texts complete or gapped?
 - ☐ Does the material help comprehension by, for example:
 - setting the scene
 - providing background information
 - giving pre-reading questions?
 - ☐ What kind of comprehension questions are asked:
 - literal (surface) questions
 - discourse-processing questions
 - inference questions?
 - ☐ To what extent does the material involve the learner's knowledge system (knowledge of the world)?

The first point on his list in Figure 4 concerns the nature and aim of the reading task. On the one hand, text passages might be used for the introduction of new linguistic or semantic elements. On the other hand, they might be used to build and foster reading competence and tactics to decipher meaning. Moreover, it could be of interest to the analyst to examine which

other skills are being incorporated in the activity and if the aim of reading is exclusively linked to gain knowledge or if it focuses on conveying the joy of it. As can be seen, the author also included general questions about the occurrence of reading passages, length and position in the materials. Furthermore, the genre, format, authenticity and appropriateness of the texts can be determined. Another perspective on the material considers the effectiveness of the given context in aiding the comprehension, followed by an investigation of the task formats. As a final point Cunningsworth (1995, p. 80) recommends a distinction between level of background knowledge activation. In sum, he supplies the researcher with a significant number of guiding questions, which can be incorporated into an individual framework.

2.5 Material design

After the presentation of the analysis and evaluation frameworks, the question arises what defines a task and what good tasks look like. Especially in the realm of TBLT, the aim is to define the core structure of a task. Over the last decades a number of researchers have provided definitions for the concept of a task, such as Long (1985), Nunan (1989), Prabhu (1987) and Ellis (2003).

Based on Ellis (2018, pp. 27–28) there are four important aspects, which need to be fulfilled, which include the meaning as the center of attention, an open space, which needs to be filled, the usage of the student's own linguistic capacity which should ultimately create a "communicative outcome". Consequently, his definition implies more than just completing an information gap activity but requires the learner to be involved in a meaning making process with a clear result. This focus on an outcome has faced some criticism by Littlewood (2007) who argued that less proficient learners and specifically people who just started learning a language might not be able to adhere to this aspect. In response to this, Ellis pointed out that based on his original framework (2003) TBLT is not restricted to output- based tasks alone, since not all tasks need to be "production tasks", but could also be focused on the input (Ellis, 2018, p. 26). Therefore, his concept seems to provide a reliable source for analyzing tasks, which are also suitable for beginners.

In the light of Ellis' definition of a task, the following section is dedicated to presenting some principles for interactive task designs by Kelly (2020, pp. 49–64), an EFL materials writer. He outlines nine core principles for the design of engaging tasks:

- 1) Creating interesting tasks
- 2) Increasing difficulty

- 3) Separating language support from the task
- 4) Promoting target language use
- 5) Increasing opportunities for pragmatic competence
- 6) Providing scaffolds for interactions
- 7) Offering short and precise instructions
- 8) Catering for adaptability
- 9) Framing the tasks

As can be seen the list starts with the aim of creating tasks that are perceived as interesting. Ways to achieve a heightened interest entail meeting the learners on a personal and emotional level (Lambert, 2017, pp. 657–664) or using the effects of gamification according to Butler (2017). Kelly (2020, pp. 51–52) argues that the motivational levels of students are highly dependent on the materials' ability to create spaces for interaction and an inherent goal to find something out or to contribute to a solution, which he describes as being “student-centered, success-oriented and inherently interesting”. Moreover, he highlights that typical information gap activities, might not always spark enough interest when they only elicit specific structures and therefore, do not spark an intrinsic motivation to engage with them on a deeper level (2020, p. 53). This entails that teachers should know their audience and select or adapt tasks based on their needs, which is also pointed out by McGrath (2013, p. 189), who argues for “more learner-centered teaching”.

Secondly, Kelly (2020, p. 54) describes the need for an increase in difficulty throughout the task stages. He based this assumption on the fact that groups are not homogenous in terms of proficiency and therefore, short and easy tasks might lead to better students finishing way earlier. Therefore, he advocates for a task design which consists of several parts, getting progressively more challenging in accordance with research on task complexity (Robinson, 2011). He also advises implementing scaffolds for less proficient learners if needed, to ensure they can also finish the tasks (2020, p. 54). This idea is also reflected in differentiated instruction, which requires the teachers to provide individual support for students and react to the students' needs (Tomlinson & McTighe, 2006, p. 18).

Thirdly, Kelly (2020, p. 55) recommends that tasks do not start by explaining a grammatical rule or always contain explicit deductive support, as seen in the PPP approach, in order to give the teachers more freedom to decide when or whether to provide their students with this kind of information. Based on Ellis (2003), language can be acquired through an activity and does

not have to be delivered in preparation for an activity in every case. Consequently, more opportunities for inductive language teaching can arise.

Fourthly, the design of the tasks should invite the learners to use the target language and decrease the overuse of the first language. According to Kelly (2020, pp. 56–57), it can be beneficial to reduce the number of lexical items needed to complete the task or to provide scaffolds when needed. Additionally, the use of task repetition reduces L1 use in EFL settings (Ahmadian & García Mayo, 2017).

The fifth and sixth points concern the fact that training pragmatic and strategic competence seem to be neglected often in the composition of activities. Therefore, the provision of sentence starters or concrete instructions, such as asking for clarifications or inviting participants into a discussion, can be used (Kelly, 2020, p. 57). Particular emphasis on the positive impact of tasks created by students is given by Lambert and Zhang (2019), who outline the increased engagement and the possible emergence of tentative language as well as other mechanisms to prevent the breakdown of a conversation.

His last three principles concern the use of brief and precise instructions, a task design which allows for adaptability and creating an overall framework, in which all tasks are incorporated and which allows students to track their goals (2020, pp. 58–62). These guiding principles deliver a comprehensive tool for evaluating tasks and adapting them in order to increase the engagement of the learners.

3. Receptive skills

The following section provides information about the cognitive processes involved in reading and listening. Since both receptive skills require bottom -up and top- down processes or a combination of them, they are described in one section.

3.1 Top-down and bottom-up processes¹

In order to understand written as well as spoken text there are two important processes for engaging with the received content. These are called top-down and bottom-up models, which were derived from cognitive psychology and deal with the involved mechanisms in the brain when decoding a message (Kakvand et al., 2022, p. 407). Although there are some differentiations when using these processes

¹ This section with some extensions was written by me and submitted in the Thesis Seminar SS2024 at the Department of English and American Studies Vienna.

in reading or listening, the main concept is applicable for both skills and will therefore be explained universally and in the context of both mentioned competences in the following sections. Generally, the main difference between the two models is the application of a global view, which involves background knowledge of a topic, or the acquisition of meaning solely from the linguistic input. The first approach, which aims at a comprehensive understanding of content is called top-down processing and involves “draw[ing] on prior knowledge and on content and rhetorical schemata to construct meaning” (Newton, 2016, p. 430). Therefore, in a teaching context the aim is to create an environment which helps students to activate their prior knowledge and use it to make sense of the input. In contrast, the bottom-up model focuses on “information from linguistic elements in a written or spoken text to construct meaning” (Newton, 2016, p. 430). Consequently, this approach is cognitively more challenging especially for less proficient language learners, however, it is crucial for input which is not connected to any previous knowledge. As a result, the fusion of both models, which is often called interactive model (Rumelhart, 1975) is known to be beneficial for comprehension in listening and reading (Kakvand et al., 2022, p. 408; Verhoeven et al., 2019, p. 5; Yeldham & Gruba, 2014, p. 34). After this general distinction between the processes some important aspects to consider are linked to the application of these models for specific skills such as reading comprehension. When dealing with a written text Alderson (2000, p. 17) points out that the top-down approach is linked to schema-theory, which implies a recourse to prior knowledge in order to make meaning of linguistic input. This entails active participation of the reader who makes predictions and draws conclusions about the text (Urguhart & Weir, 2002, p. 42). Conversely, the bottom-up process entails that the “reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meaning” (Alderson, 2000, p. 16). Additionally, Richards (2015, p. 450) states that reading, when applying an interactive model, “is an act of creation”, which highlights that texts do not need to be treated as passive and inflexible entities. A further point of discussion is the utilization of these models in the context of listening comprehension. On the one hand, similar to the application of the top-down process in reading, the model suggests the reliance on prior knowledge such as patterns of utterances, familiar phrases as well as context and genre specific knowledge to decipher and create meaning of a spoken discourse (Vandergrift, 2007, p. 193). On the other hand, bottom-up processes deal with the audio linguistic elements. According to Flowerdew (2005, p. 25), this model is based on the idea of an exchange of information in communication, which means that “the sender encodes a message, which passes along the communication channel in the form of a signal and is then decoded by the receiver”. Therefore, sounds and words are the basis for meaning-making processes. (Schwarz, 2024)

These processes demand sufficient decoding skills. Anderson’s comprehension model (1995) outlines the importance of three significant decoding skills: perception, parsing and utilization. Goh (2017, p. 216) summarizes them by stating that the first one includes the correlation of sounds with known lexical items, followed by the process of integrating these items into groups, based on familiar grammatical concepts. The third step then enables listeners to draw

conclusions, established through their prior knowledge and their predictions about the given context (2017, pp. 216–217).

Nevertheless, this series of events in extracting the message might be more difficult while listening than while reading, since it is often not possible to revisit a specific unit of language or an utterance. (Schwarz, 2024)

Moreover, aspects of spoken discourse such as “speed, the unplanned nature of spoken discourse, accents, and blends and reductions” (Richards, 2015, p. 373) can lead to comprehension problems.

Consequently, a synthesis of both models is also favorable based on Rumelhart’s interactive model (1975) for reading which Flowerdew also depicts as applicable for listening (Flowerdew & Miller, 2005, p. 26). In conclusion, the two presented models and their integrated version deliver a representation of how written text or spoken words are being processed and meaning is being constructed. Consequently, the interactive model seems to be the key to successful comprehension in reading and listening settings. (Schwarz, 2024)

3.2 General learning strategies

Efficient learners are known to be using a variety of strategies before, while and after completing a task. Generally, Flowerdew and Miller (2005, p. 67) summarize the three categories for learning strategies based on Brown and Palincsar (1982):

Metacognitive strategies are the ways learners organize, monitor, and evaluate their learning. *Cognitive strategies* are the processes learners use to acquire the language. *Socioaffective strategies* are the ways in which learners use others to enhance their learning and encourage themselves to continue learning.

O’Malley and Chamot (1990, p. 46) created a list with specific strategies based on the three categories: metacognitive, cognitive and social/ affective strategies. These categories include several processes, which are presented in the consecutive table.

Table 3. *Strategies O'Malley & Chamot (1990, p. 46)*

Metacognitive strategies	• Selective attention • Planning • Monitoring • Evaluation
Cognitive strategies	• Rehearsal • Organization • Inferencing • Summarizing • Deducing • Imagery • Transfer

	• Elaboration
Social/ affective strategies	• Cooperation • Questioning for clarification • Self-talk

3.2.1 Metacognitive strategies

As illustrated in the first row of Table 3 there are four metacognitive strategies listed. Firstly, O'Malley and Chamot (1990, p. 46) mention "selective attention" which entails a specific task focus. For example, learners could concentrate on essential terminology and expressions. Secondly, the "planning" stage involves a mental preparation for an arrangement of the expected printed or voiced content. Thirdly, the authors describe the "monitoring" process as a way of revising their focus on the given task, which is followed by an "evaluation" to examine the conception of the input.

3.2.2 Cognitive strategies

The second row of Table 3 is dedicated to the cognitive strategies starting with the "rehearsal" of facts or terms, which have been classified as important. These chosen words and phrases are collected and organized into linguistic and grammatical elements before listeners or readers use their "inferencing" skills to assume the definitions of unknown words as well as compensating for missing information. Next, the writers mention the tactical "summarizing" of what has been observed so far followed by the "deducing" process in order to comprehend the content. Furthermore, this process is used as a means of intensification of the vocabulary retention. Additionally, through a "transfer", background knowledge can be used to assist the progress of new activities. Finally, O'Malley and Chamot (1990, p. 46) describe the strategy of "elaboration", which means creating a network of newly acquired information and known concepts.

3.2.3 Social/ affective strategies

Lastly, the third row of Table 3 delivers the main categories of the social/ affective strategies starting "cooperation", which contains the idea of using the strengths of collaborative work. Additionally, learners could use "questioning for clarifications" to close gaps in their comprehension. Ultimately, "self talk" is indicated to help dealing with self-doubt by leading the user to convince him or herself that the goal can and will be reached, which can decrease the anxiety levels (1990, p. 46).

Consequently, these strategies are meant to have a positive influence on the learners' performance by helping them overcome issues in language learning. Specific skills and strategies for reading and listening, which are interrelated with the three levels above, are described in the subsequent section.

3.3 Listening skills and strategies

In line with the model presented above, Goh and Vandergrift (2022) highlight the importance of metacognitive processes such as planning, monitoring, problem-solving, and evaluating for successful listening (2022, p. 44). Moreover, they provide a framework for metacognitive listening instruction, which aims at making learners familiar with the processes involved in listening and how they can actively manage their learning. As stated by Goh (2008, p. 195) “[m]etacognitive instruction can potentially heighten learners’ awareness of their listening and learning processes and develop learners’ ability to use appropriate strategies.” Therefore, Goh and Vandergrift (2022, p. 13) also presented a “research informed metacognitive pedagogical sequence”, which is based on the work of Vandergrift (2004, 2007). This sequence implements specific attentional and reflective stages and should guide learners to think about the effectiveness of their use of skills and their knowledge (Goh & Vandergrift, 2022, pp. 96–97). Several studies also highlighted the significance and the beneficial aspects of metacognitive instruction within a number of different settings (Bozorgian, 2014; Chero, 2023; Goh & Taib, 2006; Robillos & Bustos, 2022). Nevertheless, the positive outcome of metacognitive instruction is not restricted to listening. The volume by Mokhtari (2017) provides a comprehensive overview of metacognition in the realm of reading comprehension. Generally, these findings suggest some pedagogical implications for teaching receptive skills.

Beyond the framework presented before, Goh and Vandergrift (2022, p. 181) describe six core skills for listening, which are known to be used by proficient listeners selectively or simultaneously (2022, p. 182). These are shown in the list below.

1. Listen for details
2. Listen for global understanding
3. Listen for main ideas
4. Listen and infer
5. Listen and predict
6. Listen selectively

As presented in the list *listen for details* demands learners to notice particular lexical items from the heard content. These could include names of speakers or of people who are talked about, as well as any kinds of numbers (year, date, amount of something) or core aspects about the content. In contrast, *listen for global understanding* is used to gain an impression of the context, the narrators or participants that are involved. The following strategy *listen for main ideas* is adopted to deduce important information like given reasons for a way of action or pros and cons in a debate. The fourth strategy *listen and infer* might be more challenging for less proficient language users since they need to draw conclusions about content which is not clearly stated, while the strategy, *listen and predict* could be helpful to make inferences, since learners can use their prior knowledge to assume what might be uttered next, or what could be expected from a conversation about a certain topic. Lastly, *listen selectively* implies that listeners do not concentrate on every word by focusing their attention to key words or concepts, while skipping other given information. Consequently, these strategies suggest that listening entails a number of purposes, which might demand for specific listening skills or strategies (Goh & Vandergrift, 2022, pp. 181–182).

In relation to the usage of strategies, research suggests that skilled listeners tend to use more strategies and know when to use them (Berne, 2004; Farrell & Mallard, 2006). Moreover, it is expected that learners might use fewer strategies, when they are not confronted with them (Graham et al., 2011). Another study revealed that explicit instruction about strategy skills had beneficial effects on overall understanding of listening input as well as positive impacts on the sense of competence of the participants (Graham & Macaro, 2008). Consequently, it can be said that the use of direct strategy instruction as well as instruction about the metacognitive processes involved in listening can enhance the learners' abilities.

3.4 Reading purposes and strategies

Similar to the findings in listening instruction it is also well known that the proficiency of readers tends to be linked to their competent use of strategies (Ardasheva et al., 2017; Schwanenflugel & Knapp, 2016). In reading, before using any strategies for reading comprehension there needs to be a purpose for reading, which will define how people are reading a text (Schwanenflugel & Knapp, 2016, p. 2019)

Based on Grabe (2017, p. 304), the purpose plays a significant role in the requirement of specific reading skills, because some purposes might involve higher or lower cognitive demands. Grabe (2022, p. 9) lists six different purposes for academic reading.

Figure 5. *Reading purposes (Grabe, 2022, p. 9)*

-
-
1. Reading to search for information (scanning and skimming)
 2. Reading for quick understanding (skimming)
 3. Reading to learn
 4. Reading to synthesize information
 5. Reading to evaluate, critique, and use information
 6. Reading for general comprehension (in many cases, reading for interest or reading to entertain)
-
-

As illustrated in Figure 5 skimming and scanning are mentioned first and are used when certain facts or definitions in a text need to be detected (Guthrie & Kirsch, 1987). According to Grabe (2022, p. 10), the combination of these two skills allows readers to find specific information faster, since the *skimming* process allows for a quick orientation in the text and the *scanning* process leads to an exact search for key terms. Furthermore, the third item on the list, which is called *reading to learn*, presents a slower form of reading, because the goal is the retrieval of the gained knowledge at a later point. Therefore, it is described to have higher cognitive demands on readers (Geva & Ramirez, 2016). Grabe (2022, p. 10) also highlights the connecting processes of the newly acquired knowledge with the expertise that the reader already has. The next two forms of reading also require critical thinking skills. *Reading to synthesize information* demands the user to compare and contrast information from different sources and link them adequately (2022, p. 11). Additionally, *reading to evaluate, critique and use information* requires the readers to make informed choices about texts in order to express their opinion about a chosen discourse. (2022, p. 12). Lastly, *reading for general comprehension* defines the forms of reading that are “voluntarily” and can be part of a leisure activity, as a form of enjoyment. However, the often believed effortlessness of this form needs to be reconsidered, since only the repetition of the involved processes over a long period of time can lead to fluency (2022, pp. 12–13). These definitions of reading purposes highlight that there are many reasons for reading texts, which demand specific ways of dealing with the given content. However, as indicated in the description before, some of these purposes might only be used when dealing with academic texts and goals.

In line with the given purposes, the next section is dedicated to defining specific reading strategies, which are used by skilled readers. While various researchers presented possible lists (Grabe & Stoller, 2020, p. 156; Mokhtari & Sheorey, 2008), ten strategies stated in Grabe and Yamashita (2022, pp. 301–307) will be presented and used for the framework:

1. Previewing
2. Activating prior knowledge
3. Predicting
4. Forming questions
5. Answering questions about the text
6. Summarizing
7. Monitoring comprehension
8. Using text structure awareness and graphic organizers
9. Visualizing and making mental representations
10. Generating appropriate inferences

Before starting to read a text, readers can use the strategy *previewing* to gain a first impression of the written material by inspecting the design and organizational features to make first assumptions about the content. This way of approaching a text is also linked to *activating prior knowledge*, since the expectations of the text might evoke personal experiences or prior knowledge from other subjects besides the knowledge which might be activated through a pre-reading activity (2022, pp. 301–302). This activation is known to be beneficial for reading comprehension (Trabasso & Bouchard, 2002). However, Grabe and Yamashita (2022, p. 302) also highlight that the activation needs to be suitable for the content of the given text in order to be helpful for the comprehension. They base their assumption on the work of previous researchers (Kendeou & O'Brian, 2016; Schwanenflugel & Knapp, 2016). The use of *predicting* also relates to the initiation of background knowledge (Schwanenflugel & Knapp, 2016) and can be reinforced through *forming questions* about the expected input, which can be used to monitor the comprehension (Grabe & Yamashita, 2022, pp. 302–303). Based on Trabasso and Bouchard (2002), *answering questions about the text* can have beneficial effects on the understanding of written input. Another strategy used by proficient readers is *summarizing*, which requires readers to be able to decipher the main ideas of the input. This strategy is known to be very effective in L1 settings (Graham & Hebert, 2011) and there is also research in L2 contexts (Marzec-Stawiarska, 2016). Next, *monitoring comprehension* is listed as a tool, which includes a number of possible coping mechanism and self-regulation tools, which aim at keeping readers on track of the comprehension process. Grabe and Yamashita (2022, pp. 304–305) list eleven sub-strategies for monitoring and highlight that this strategy is better described as “metacognitive control”, since it involves thinking about the process. Moreover, *using text structure awareness and graphic organizers* as well *visualizing and making mental*

representations are strategies that can be helpful to draw meaning from the given input by noticing specific features of a text as well as being able to synthesize the findings in a structured way, such as creating diagrams, flow charts or mind maps (2022, p. 306). Prior research in the field confirmed the positive impact of these procedures on reading comprehension (Jiang, 2012; Jiang & Grabe, 2007). Lastly, Grabe and Yamashita (2022, p. 307) point out the importance of being able to draw inferences from a text, which they also describe as being related to other strategies and involving a number of skills to be successful. Consequently, learners need to develop these kinds of strategies which over time can become automatic reading skills.

Although Grabe (2017, p. 304) states that the research corpus on reading strategy use in L2 settings is limited, he outlines studies that revealed significant success of reading instruction in various contexts (Pressley & Allington, 2015; Taylor et al., 2006; Trabasso & Bouchard, 2002). Grabe and Yamashita (2022, p. 193) state that “explicit L2 reading instruction is necessary and important” based on their assumptions on previous research in L1 and L2 settings, which showed that some strategies were found to be relevant in both areas (Ardasheva et al., 2017; Koda, 2005; Taylor et al., 2006). As a result, it can be expected that direct strategy instruction is useful for EFL learners.

3.5 Task formats of listening and reading comprehensions

Another overlapping concept concerns the task formats of reading and listening comprehension tasks. In the while-reading or while-listening phase there are specific types of activities to assess the learner’s comprehension. Richards (2015, pp. 395,467) defines them in the following way:

Table 4. *Task types*

Task type	Definition
Multiple choice	There is a statement or a question with multiple given answers, where only one solution is correct. Therefore, the learners are supposed to choose one of the given options.
Open questions/ Short answers	There are questions about the text or recording, which either demand short or longer answers. Consequently, these types of questions can be used to test the learners’ ability to infer meaning. The difficulty can be varied if the solution was not directly stated in the input.
Cloze task/ Gap fill	There is a text passage about the content of the source task with some left out terms, which need to be filled out by the learners. The task could also take

	the form of a conversation between people, where certain parts are missing which need to be completed while or after listening.
True/ false	There are statements about the input, which can be either true or false. In case of a listening comprehension the students need to mark the correct answer while or after listening.
Matching	There are pictures or definitions which need to be paired with the correct term after reading or while listening.
Chart filling Labelling	There is a chart which needs to be filled in by the learners while listening There is a diagram which needs to be labelled or completed based on a text.
Key words	There is an interruption of the recording at a certain point and the learners are being asked what the next (key) word will be.
Sequencing	There are parts of a text or recording which need to be arranged in the correct order.

According to the definitions for the various task types in Table 2 it becomes clear that most of them are used for both listening and reading comprehension tasks. The following sections deal with the specific implications for reading and listening instruction and comprehension. Additionally, the presented task types will be described in the various phases of comprehension tasks, such as the pre-, while- and post stage. As mentioned before, these task types are also often used for assessing and testing comprehension skills. Especially in listening, classroom activities might be used more prominently for testing than for teaching (Sheerin, 1987).

3.6 Structure of receptive tasks

Based on Richards (2015, 394-396; 495-463) listening as well as reading lessons tend to apply a three-phase approach, which includes pre-, while- and post-tasks. The first stage is used as a preparation phase, while the second stage includes the reading or listening input with specific tasks, followed by a post-stage, which can focus on various aspects of the given input, the involved processes or the inclusion of additional skills tasks.

3.6.1 Design of listening comprehension tasks

As mentioned before, a prototypical listening lesson normally consists of a pre-listening phase, a while- listening phase and a post-listening (Field, 2002, p. 242). The following section is dedicated to present two possible ways of designing these stages. On the one hand, a

metacognitive pedagogical sequence based on Vandergrift (2004, 2007), on the other hand, a framework sequence based on Field (2002), which is shown in Figure 6 below.

Figure 6. *Listening Stages Field (2002, p. 245)*

Pre-listening

Set context. Create motivation.

Listening

Extensive listening (followed by questions on context, attitude)

Preset task/Preset questions

Intensive listening

Checking answers

Post-listening

Examining functional language

Inferring vocabulary meaning

Figure 6 exemplifies a possible structure of the three listening phases and delivers some additional information about the processes. Firstly, Field (2002, p. 243) outlines the main objectives of listening comprehension tasks. Step one includes the contextualization for the learners by providing them with an amount of information which could be expected in authentic situations. Moreover, he highlights promoting their predictions about the expected topic (2002, p. 243). In line with these suggestions, the metacognitive instruction described in Goh and Vandergrift (2022, p. 119) also emphasizes the contextualization of a given recording within a plenary setting and additionally recommends letting students collect their predictions about the content on a worksheet, which will be used in each of the listening phases to confirm or edit them. This worksheet includes five to six sections, which allow the students to write down their own predictions, two more predictions they would agree on with a partner, two additional sections to add main ideas which were not predicted, and a concluding section that requests them to record their success and their thoughts about ways to enhance their procedure in the next listening task. Moreover, there is a row next to the written statements to mark if their assumptions were correct or not (2022, p. 122).

Secondly, Field (2002, p. 243) presents a differentiation of extensive and intensive listening, which is based on the fact that the recordings are played twice. This double exposure is legitimized by the process of “normalization” which is needed to familiarize the listeners with the speech patterns of the speakers even though it decreases the authenticity of the context

(2002, p. 243). The first encounter with the audio is followed by a “preset task” which should guide the listeners attention (2002, p. 243), followed by comprehension questions, which in the best case challenge the learners to use the gained information in a meaningful way. After the second exposition to the audio, these answers should be checked. Nevertheless, there is a risk of testing a different skill than listening when reading or writing is involved, which can lead to wrong assumptions about the competence of the learner since they might have understood what was said, but misspelled the word or misread the question (2002, p. 244). Similarly, Goh and Vandergrift (2022, pp. 120–121) suggest exposing the learners to the recording at least two times and introducing monitoring processes through reflective pair work, which involves testing the predictions after each time they heard the recording and adding new insights. The final outcomes are then discussed in a plenary setting.

Thirdly, teachers can use the last stage to review useful phrases such as “examples of functions such as apologising, inviting, refusing, suggesting, and so on” (Field, 2002, p. 245). Moreover, the author indicates the opportunity to guess the meaning of particular words to foster their inferencing skills (2002, p. 245). Additionally, in a metacognitive instruction setting the recording could be played a third time to provide another opportunity to listen for details which were mentioned in the discussion and not understood before (Goh & Vandergrift, 2022, p. 121). However, the main focus should lay on the reflection of the listening process in terms of the hardships faced and the used coping mechanism to overcome them. Based on these outcomes the learners can formulate aims for their next listening tasks (2022, p. 121).

After the theoretical description of the phases the subsequent section is dedicated to outlining well-known activities which can be involved in the stages.

According to Richards (2015, p. 394), the first stage is essential for equipping the learners with suitable information and strategies for the following listening task. Therefore, he describes a number of possible methods such as *activating prior knowledge* by introducing the topic and the important technical terms. However, as pointed out by Field (2002, p. 243) “pre-teaching of vocabulary has now largely been discontinued” except for a limited amount of words which are indispensable. Since in authentic situations no explanations will be given and one significant skill in listening is the ability to deal with the uncertainty of the input and to use coping mechanisms such as predicting what has been or will be said. Moreover, Richards (2015, p. 394) emphasizes providing a beneficial *strategy* that suits the needs for the following tasks. This could mean listening for specific information or focusing on particular parts of the recording. Furthermore, teachers can use additional materials such as pictures, texts or questions to create

a *brainstorming* activity which fosters students' *predicting* skills and also lets them practice *describing pictures* in order to collect key words. Furthermore, by instructing the learners to formulate questions or by letting them *invent a story* with vocabulary items related to the topic, they can be prepared in a meaningful way (Richards, 2015, p. 394). Nevertheless, since there is a significant number of possible activities, there is a risk of overexposure which tends to elongate the first phase and could lead to a loss of time for the actual listening task. Therefore, Field (2002, p. 243) argues that less prior activation could be more beneficial for students, since they could also be misled to only focus on specific information and do not gain a comprehensive understanding of the input.

As a next step the while-listening phase starts, which is the core element of every listening comprehension task and is also used for assessing the listening skills of students in exam contexts (2015, p. 398). The main task formats in this stage are predicting, sequencing, true-false statements/ questions, matching activities, key word tasks, gap fill dialogues or chart filling, which were described in the previous section and are also often found in reading comprehension tasks (Richards, 2015, p. 395). Field (2002, p. 244) also highlights the importance of using task formats, which involve the learners to apply the newly generated knowledge such as labelling, grid filling or completing a map.

Lastly, the post-listening phase is meant to reflect on the content and specific aspects of the audio such as speech patterns including accent, rhythm and intonation. Richards (2015, p. 396) also highlights the possibility to address the topic again and let the learners react to it by speaking or writing about it. More precisely, he lists the following tasks: *analyzing the problem*, which can entail revisiting challenging passages. Moreover, the students could be asked to perform an *extension activity*, which requests them to refer to the input, for instance in the form of a written piece, which could simultaneously train their genre specific knowledge. Additionally, a transcript of the recording could be used to focus on specific lexical or grammatical structures. Other possibilities to foster vocabulary retention or advancing their comparing and contrasting skills are providing them with different sources about the same issue as well as letting them complete a text with missing words or letting them summarize what they learned (2015, p. 396).

3.6.2 Design of reading comprehension tasks

Similar to listening comprehension tasks, Hedgcock and Ferris (2018) also recommend a pre-, while- and post reading stage for intensive listening. Moreover, they propose a framework for

intensive reading lessons, which they also state can and should be adapted to learners' needs (Hedgcock & Ferris, 2018, p. 176). Although it is proposed for academic instruction, it could still be downscaled for lower-level use and offers ideas on how to implement strategy instruction.

Figure 7. *Intensive reading framework (Hedgcock & Ferris, 2018, p. 176)*

Before Reading	
1	Getting ready to read
2	Surveying the text
3	Making predictions and asking questions
4	Introducing key vocabulary
During Reading	
1	First reading
2	Re-reading the text
3	Looking closely at language
4	Considering the structure of the text
After Reading	
1	Summarizing and responding
2	Thinking critically
3	Making reading-writing connections

As can be seen in Figure 7 the pre-reading stage involves four steps. Firstly, *getting ready to read* involves the activation of prior knowledge, the provision of lacking contextual information as well as suggesting a reason for reading (2018, pp. 177–180). For these aims Richards (2015, p. 459) describes the use of open questions, pre-writing activities such as brainstorming, mapping ideas or freewriting based on Crandall (1995). Secondly, the authors suggest a previewing process of the given material, which can include investigating textual features and gaining a first impression of the main topic (Hedgcock & Ferris, 2018, pp. 180–182). Thirdly, as the name suggests strategies such as predicting and forming questions about the expected input are implemented. (2018, pp. 182–183). Lastly, the pre-reading stage can be enhanced by the provision of vocabulary, in order to facilitate the comprehension of the reading passage (2018, p. 183; Richards, 2015, p. 459). In line with these suggestions Grabe and Stoller (2020, p. 174) highlight the importance of creating awareness of the discourse structure, which is based on previewing, predicting and drawing conclusions about the structural aspects of a text. For these purposes the teachers could also introduce skimming and scanning activities (Crandall, 1995).

After the first stage Hedgcock and Ferris (2018, p. 186) recommend letting students read the text once for general comprehension and verify their prior assumptions. Afterwards learners are asked to read the text closely and should also be taught or reminded to monitor their comprehension, which implies that this phase is crucial for applying reading strategies. (2018, p. 187) Therefore, the instruction and practice of specific strategies is essential and a focus on metacognitive processes could also be beneficial for readers. This application of specific strategies such as skimming and scanning could also be enriched by underlining, highlighting and note-taking (Crandall, 1995). Another possibility to teach the use of strategies is using think-aloud scripts, which involve the teacher to present their thoughts while doing a reading activity (Grabe & Stoller, 2020, p. 248), which is based on research by Wilhelm (2012). Richards (2015, pp. 461–462) additionally proposes the use of graphic organizers or sequencing tasks, however, based on (Thornbury, 2005, p. 119) he highlights that these should not be used as testing tools, but should be introduced as helpful guides to better understand the text. Additionally, the next step could involve focusing on specific lexical items or grammatical features (Hedgcock & Ferris, 2018, pp. 194–198). Another possibility would be to emphasize the textual awareness of the readers by letting them examine the structure of the written input, which is also mentioned in Grabe and Stoller (2020, p. 174) However, the authors state that these two activities could be part of the post-reading phase (Hedgcock & Ferris, 2018, pp. 198–199).

Lastly, the framework suggests activities that require readers to assess and reflect on what they learned as well as build on their newly acquired knowledge (2018, p. 199). Therefore, they propose tasks such as summarizing the main ideas, reacting to the input and evaluating it as well as involving other skills such as writing activities which are based on the input text or lead to further engagement with it (2018, pp. 200–212) These reflection activities could be guided by open questions about the reading process or involve speaking and writing tasks (Crandall, 1995; Richards, 2015, pp. 462–463).

3.7 Link to empirical study

What we know is that coursebooks are widely used around the world for several reasons including their time-saving aspect in lesson planning, their provision of a coherent program, methodological support, expected learner centeredness, standardized instruction, visual and cultural appeal as well as inclusion of additional material (McGrath, 2013, p. 5). Nevertheless, they might not fulfill all these mentioned aspects and do not always seem to be suitable for

every group of students (Mishan, 2022, p. 501). It has also been discussed that they tend to apply similar approaches and topics in task design (Saraceni, 2023, p. 58), as outlined in chapter 2.3, which is sometimes criticized. This thesis is dedicated to analyzing specific reading and listening tasks found in three accredited Austrian coursebooks and evaluate their effectiveness in regard to their task design and provided support in the teachers' books. Therefore, the presented research about task design principles and possible frameworks for coursebook analysis are relevant for this study. Especially, the work of McGrath (2013), Tomlinson (2023a), Littlejohn (2011) and Cunningsworth (1995) is of main interest for the study design since they created frameworks themselves and also conducted their own studies, which provide a basis for the developed framework. Furthermore, the sections about reading and listening instruction, which include specific purposes and strategies for reading (Grabe & Stoller, 2020; Grabe & Yamashita, 2022; Hedgcock & Ferris, 2018) and listening (Field, 2002; Goh & Vandergrift, 2022; Vandergrift, 2004, 2007) as well as possible comprehension task components are of interest for the evaluation of the analyzed materials, because they deliver a number of insights into research about receptive skills acquisition. As described in the last section, the role of reflecting on personal learning strategies also plays an important part and lays the foundation for distinguishing between tasks that put their focus more on assessment than on learning which involves strategy instruction and use, which will be taken up in the evaluation.

4. Coursebook analysis

The following coursebook analysis consists of five parts. The first two sections are dedicated to the description of the theoretical framework, the research design and its limitations. After the description of the procedure, the results of the analysis are presented and discussed in relation to concepts discussed in chapters 2 and 3. Lastly, the pedagogical implications of the outcome are considered. For the purpose of improved readability, the analyzed coursebooks are always written in bold letters.

4.1 Theoretical framework

The aim of this coursebook analysis is to compare and contrast three Austrian English coursebooks (*More! Student's Book 1*, 2022b; *More! Student's Book 2*, 2024b; *Easy Book 1*, 2022; *Easy Book 2*, 2024; *English Step by Step Student's Book 1*, 2022a; *English Step by Step Student's Book 2*, 2024a), with a special focus on reading and listening tasks, which are designed for the first and second-grade of middle school. For this purpose, a two-part structure theoretical framework for the analysis was composed to compile information about the books on a general level and on a focused level in regard to specific listening and reading tasks.

4.1.1 Basis of the framework

Over the last decades, a number of researchers such as McGrath (2002, 2007), Littlejohn (2011), Harwood (2014), Gray (2010) and others have conducted coursebook analysis to describe and evaluate teaching materials. Researchers (Cunningsworth, 1995; Littlejohn, 2011; McGrath, 2002, 2013; Richards & Rodgers, 2014; Tomlinson, 2008b, 2023a; Tomlinson & Masuhara, 2018) have also suggested suitable frameworks or criteria, which could be taken into consideration when investigating the aims and objectives of English school books. These frameworks and recommendations have acted as building blocks for the chosen framework. However, not all analysts measured the same features or had similar research questions, which means that the frameworks needed to be adapted for the purposes of this thesis. The framework in use for this project uses a variety of suitable questions or checklist items in line with the research aim to identify similarities and differences of the coursebook series and their construction of receptive tasks, in the form of listening and reading comprehensions. These two research aims led to a two-part structure of the framework. The first part is designed to investigate the chosen books on a general level to get an overview of the prominent features and physical characteristics. The second part is created to enable an in-depth analysis of specific

reading and listening comprehension tasks from each book. These two parts are presented in the following sections.

4.1.2 General analysis

In order to investigate the chosen coursebooks holistically, the first part of the framework is used to group key aspects according to five categories. These categories consist of statements and questions, which are based on Tomlinson's guidelines on how to develop a model for an analysis (2023a, p. 42). Generally, the model is designed to compare the first- and second year books separately. The following main categories with subdivisions are used for both grades:

- (1) General information
- (2) Physical characteristics
- (3) Content/ organization overview
- (4) Pedagogic features and skills composition
- (5) Digital and online resources

Firstly, the information about the authors, the publisher, the date of the accreditation for use as well as the ISBN of the coursebook series are collected. Secondly, the physical characteristics are described. These consist of a description of the coursebook packages per year, such as the number of books (e.g., student book, workbook, teacher's book), their price, their format, size and number of pages. Thirdly, a section is dedicated to the content and organization of the books. This section includes information about the targeted CEFR level and the number of chapters. Moreover, it addresses the supplementary materials in the books, as well as additional resources from the publishers. These three categories are based on the first level of Littlejohn's analysis, i.e., "What is there?" (2011, pp. 185–186) and Cunningsworth's checklist of resources (1995, p. 28). Fourthly, prominent pedagogic features based on the information in the teachers' books are compiled to find parallels and differences in the individual books. For this part Cunningsworth's (1995, pp. 17–24) method for analyzing the aims and objectives of a book are used as a basis. However, the description in the framework only includes a brief summary of the main approaches, ways of differentiation/ individualization, a list of interdisciplinary topics and how the books develop the competences in reading, listening, speaking, writing, grammar, pronunciation and vocabulary.

As a next step, the skills composition of the books is deconstructed to receive numerical data about the occurrence of listening, reading, speaking and writing tasks. Additionally, the tasks are grouped into focus and integrated tasks of the four skills. Therefore, a set of criteria is

specifically designed to differentiate between these two categories of tasks. The chosen distinguishing factors are presented in the table below.

Table 5. *Guidelines for the distinction between focus and integrated tasks*

Skill focus	Focus tasks	Integrated tasks
Listening	• Tasks which have clear while-listening activities • Songs, pronunciation drills • If the instructions mention listening first - Listen and write/ read/ sing/ repeat/ answer - Watch the video	• The listening task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. SP, RC, WR) • The instructions mention listening last [e.g. if a task has more than one component a); b); c)] - Listen and check
Reading	• Tasks which have clear while-reading activities - Read the text and answer/ circle/ tick the correct answer	• The reading task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. LC, SP, WR) • Songs (S are reading while singing) • Listen and repeat (S are reading while listening) • Reading after listening - In pairs read out the dialogue/ practice the dialogue
Speaking	• If students need to do a monologue or dialogue • More! and SBS indicate these tasks with symbols (a person/ two people with speech bubbles) • Easy 1 does not offer symbols - “Talk to a partner” - “Now tell the rest of the class...” - If the main focus is on speaking	• The speaking task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. LC, RC, WR) - Think and say → not mentioned first - Say sentences with... (repetitive phrases) - Ask and answer (very short scripted Qs) - Close the book and remember
Writing	• The heading says WRITING (More!) Reading and Writing (SBS) Now you. Write sentences... (Easy) • The activity is about writing a text - Draw a picture and write about it	• The writing task could be part of the pre-, while, or post-task, but is not the main focus of the activity (e.g. LC, SP, RC) • Write the missing names/... • Complete the sentences • Fill in the words

	- Look and write a text for/about you - Write your own dialogue - S need to write at least three sentences, which are not part of a reading or listening comprehension	• How many of these tasks can you do? This often includes answering questions and is part of a RC or LC *Writing numbers (1,2,3...) or ticking the correct answer is not considered writing)
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According to Table 5, which lists all the guidelines for the distinction of the tasks, it can be seen that the focus tasks are often detectable through the instructions or heading of a task. In **More!** and **English Step by Step** there are also some symbols which indicate an emphasis on a specific skill such as a monologic or dialogic speaking activity. In contrast, the integrated tasks are characterized by their subordinate role in a task. Therefore, the main focus does not lie on this specific skill, but it increases the complexity of the activity. An example would be a reading comprehension which has several components such as a pre-reading activity with a brainstorming in plenum, a while-reading with a gap fill activity and a post-reading activity, which offers a recording of the text passage which was read before. In this case the focus would be considered the reading activity while the speaking, writing and listening parts are counted as integrative tasks. This set of criteria is also based on Tomlinson's (2023a, p. 42) approach to create suitable items and explanations for a self- derived framework.

Lastly, the digital and online resources of the coursebooks are listed to compare the availability and integration of them in the books.

4.1.3 Focus analysis

The second part of the framework is dedicated to the description of specific listening and reading tasks from each of the coursebooks for the first and second grade. The foundation of this framework is based on Littlejohn's criteria for deconstructing tasks (2011, pp. 179–211). For the purposes of this thesis the framework is also distinctively developed to provide a comprehensive collection of data about the task types, the teacher's book comments, as well as the intended strategy use for the completion of the tasks.

This framework consists of six main categories, which are divided into smaller elements based on statements and questions. Generally, the framework is used to compare three listening or reading tasks from the first and second-grade books. Therefore, it has been filled out four times to cover two listening and reading tasks per series. The main categories are:

1) Task description

- 2) Focus reading
- 3) Focus listening
- 4) Appropriacy and objectives
- 5) Pre-/ while/- post task activities
- 6) Overall evaluation

In the task description there is information about the context, the layout as well as the skill focus of the chosen activities. After this general depiction there is a section which offers an in-depth analysis of the reading material or the transcript of a recording. The metrics for this include the word-, sentence, token and type count as well as the type/token ration. Additionally, the VocD and MTLTD measure, which provide information about the lexical diversity (McCarthy & Jarvis, 2010) and the Flesh Reading Ease, the Flesh Kinkaid Grade and the Gunning Fog index, which deliver information about the readability of a text (Cherian & Kumar Jha, 2024). These measures were chosen to deliver information about the lexical diversity and complexity of the texts.

In the following category there are specific metrics for listening comprehension tasks. These include the duration of the recording, the overall speech rate, which is measured with the app Speech Rate Meter (Google commerce Ltd), the number of speakers and their accents along with their use of elisions and contractions as well as signs of natural conversation patterns. The fourth category then is used to collect information about the CEFR level and the readability scores according to the tool Text Inspector (Weblingua Ltd). The given objectives in the teacher's or student's books are also listed above the expected skills development for the task.

The next major category was based on Littlejohn's second level of analysis, which is meant to "reverse engineer" the activities (2011, p. 205). Therefore, his questions and statements are implemented, and some additional ones are incorporated to receive more information to answer the research questions. Basically, the sections for pre-, while- and post- tasks consist of similar items with slight variations. Every section provides information about the instructions, the task types, the task support, the expected strategy use as well as the teacher's book comments, which are included specifically for this thesis. These metrics are followed by Littlejohn's three levels of analysis:

- 1) What is the learner expected to do?
- 2) Who with?
- 3) With what content?

Each of these guiding questions are included with their sub-questions and statements and are answered with Littlejohn's descriptive items, which can be found in the appendix. Firstly, his sub-questions are used to derive information about the learners' discourse role, their focus and their mental processes. Secondly, the interaction format is noted. Thirdly, the form and type of input and output are described. Additionally, the while-task section also provides space to describe the task support.

Lastly, the strengths and weaknesses of the task design are collected before the overall effectiveness is evaluated. Consequently, this part only offered subjective data instead of an objective description. At the end of each framework the screenshots of the tasks and the teacher's book recommendations are given to ensure that a reader can reevaluate the collected data.

4.2 Research design

The following section is dedicated to describing the method, presenting the chosen coursebooks and highlighting the privileges of Austrian teachers in choosing their teaching materials.

4.2.1 Method

This coursebook analysis is based on a general and a focused framework with the emphasis on receptive skills tasks such as reading and listening comprehensions as outlined before. The analysis was conducted in a pre-use setting (Cunningsworth, 1995, p. 14; McGrath, 2013, pp. 14–15), which is used to evaluate materials before using them in a teaching context to evaluate their strengths and weaknesses.

4.2.2 Coursebook selection

The chosen coursebooks all stem from the current schoolbooklist, which is administered by the Federal Government for Education, Science and Research. The list is part of the government-funded schoolbook program, which provides the teaching and learning materials for all Austrian students and teachers to ensure the affordability for every family. Moreover, the listed books were all accredited by the Government to adhere to the relevant Austrian curriculum and the guidelines stated in §14 of the Austrian School Education Act (SchUG).

In Austria, in contrast to other countries, the agency of choosing teaching materials is given to teachers by law. The laws stated in §14 (SchUG) deliver some guidelines for this freedom which include in section 14(1) (SchUG, 1986/11.07.2023) that they should be of assistance for

students to reach learning outcomes and enhance teaching effectiveness. Secondly, based on section 14(2) (SchUG, 1986/11.07.2023) they must be based on the curriculum and the predetermined competence objectives for the school type and grade. Thirdly, in line with the given requirements in section 14(2), section 14(4) (SchUG, 1986/11.07.2023) outlines that teachers are obliged to evaluate teaching materials in regard to these prerequisites before using them or drawing on coursebooks which were accredited by the government. Fourthly, based on section 14(6) (SchUG, 1986/11.07.2023), the main coursebook, which is provided for every pupil in Austria, is chosen on school level from the earlier mentioned list of accredited materials. Consequently, teachers are equipped with authorized schoolbooks but can also utilize any other materials which apply to the given regulations in order to reach the learning goals. On the one hand, this entails that teachers examine additional worksheets or input sources thoroughly. On the other hand, this could also lead to instructors only using the provided materials, which can be useful sources, but might not cover all learners' needs.

The following analysis compares three currently used coursebooks at school. One of the most popular coursebook series currently on the market in Austria is More! published by Helbling Languages. Over the last years this series has been provided as a general (MS) and an enriched course (AHS). Since 2023 the publisher has revised the first two More! books and developed their new series English Step by Step as a general course. This year the third grade book for both series was also released (Helbling Verlagsgesellschaft m.b.H., 2025). Another coursebook series developed by Veritas is called Easy and is authorized to be used for MS and AHS contexts. A selection criterion for all books in this study was that they are based on the revised curriculum (2023).

4.3 Analysis

The following sections are dedicated to the results of the coursebook analysis. In the first part the results of the general analysis will be described. In the second part the results of the focus analysis will be presented in detail.

4.3.1 Results of the general analysis

As mentioned in the description of the framework, the general analysis is based on five categories: general information, physical characteristics, content and organization overview, pedagogic features and skills composition, and digital and online resources. For each category

the similarities, differences and surprising outcomes are portrayed. This portrayal is used as a basis for the discussion about the first- and second-year books in the following part.

4.3.1.1 General information

The first relevant observations of the coursebooks concern the publisher, the authors and the date of the accreditation. The coursebook series **More!** and **English Step by Step** were published by Helbling Languages and both developed by the same team of authors (Puchta, Holzmann, Lewis-Jones, Jory, Biggs, Gerngross, Stranks), with Biggs being only involved in the first grade books. The **Easy** series was released by the publisher Veritas and written by Banick and Preedy. Interestingly, the **Easy 1** series was accredited by the Government on the 11.01.23, which is a bit earlier than **More! 1** (01.03.23) and **English Step by Step 1** (16.02.23); however, the time span was less than two months for the first-grade books and only two days for the second-grade books.

4.3.1.2 Physical characteristics

Other prominent findings identified in the data are related to the physical aspects of the coursebooks. While **More!** and **English Step by Step** provide a student's book and a workbook, **Easy** consists of three books: namely the Easy book, Easy pad and Easy vocab and sounds. Moreover, the **Easy** book is presented in a landscape format and bound as a paperback, whereas the other two publishers provide a portrait layout and a softcover design. Apart from the smaller **More!** student's book (210 x 280mm) all other given books follow the standard A4 size (210 x 297mm).

Another notable difference between the books involves the pages numbers. **More!** 1 and 2 consist of 288 pages, while **English Step by Step** and **Easy** offer over 300 pages. In the first-grade books **Easy** is in the lead with 320 pages and in second-grade **English Step by Step** possesses the most with 320 pages. In regard to the cost of the books with the E-book+, the most expensive book series for first and second grade is **English Step by Step** (1st grade 27,83€; 2nd grade 27,95€), closely followed by **More!** (1st grade 26,97; 2nd grade 27,12). Therefore, the cheapest coursebook is **Easy**, which offers the whole students kit with the E-Book plus for the first-grade for 23,37€ and the second-grade kit for 22,61€.

4.3.1.3 Content and organization overview

In addition to the previously discussed aspects, the data also give information about the CEFR level, the number of units, the supplementary materials in the books as well as the additional

available resources from the publishers. Firstly, based on the indication on the cover of the books the **More!** and **English Step by Step** series are assigned a lower CEFR placement than **Easy**. In both books the first-year books are classified as pre-A1 to A1 and the second-year books are ranked as A1, whereas the **Easy** coursebooks are graded A1 and A1 to A2, which suggests that this series demands a higher level of language skills. Generally, all analyzed books are based on the renewed syllabus from 2023.

Secondly, the data delivers information about the occurrence of different chapters in the books. The **Easy** books provide five topics, which are divided into 15 units. Moreover, it offers an introductory chapter as well as an additional chapter about the summer holidays. Similarly, the **More!** books also present 15 main units, while the **English Step by Step** series allocate their content into 12 units, although it contains more pages than the **More!** books.

Lastly, the results suggest that the coursebooks from **Helbling Languages** (**More!**, **English Step by Step**) share some congruence in their provision of supplementary materials in the books as well as complementary available supplies. Both coursebooks provide a grammar section, sections on classroom language, English sounds, and a word-list at the end of the students' books. Additionally, **English Step by Step** has extra exercises and revision raps integrated into the Grammar section. Unlike these books, **Easy** integrates the grammar explanations and exercises along with the core vocabulary, except the classroom expressions, not as the concluding section in the book, but integrates them more prominently in the units. This is achieved by a revision section in every unit. On top of that, the second-grade **Easy** book offers an overview of where to find the instructions for specific text types. Considering the complementary items, which need to be bought separately, both publishers sell teachers' books, test preparation tools, digital lesson content as well as the digital version of the coursebooks on Digi4school (all books) or skook (Easy). **More!** and **English Step by Step** also provide extra tasks on the Helbling e-Zone, while **Easy** uses the Veritas Mediathek App, the Easy learning app as well as some freely available additional interactive exercises. Lastly, **Helbling Languages** also produced a grammar practice book, a test-training book, a skills training for listening book and a holiday revision textbook.

4.3.1.4 Pedagogic features and skills composition

A further area of interest identified in the data is related to the pedagogic features mentioned in the teachers' books and the skills composition within the coursebooks. Generally, all chosen coursebooks share a communicative approach and a focus on functional competences and

cultural aspects. Moreover, the authors state that the books offer possibilities for individual and collaborative work based on project work or skills related activities. The **Easy** teacher's guide also states that the book tries to integrate an open learning format and keeps a narrative thread by recurring main characters in a story-driven approach.

Regarding the aspect of individualization **More!** and **English Step by Step** offer some similar features such as graphic stories with audio and visual guidance and advanced reading texts for more proficient students. The **English Step by Step** series also provides simplified versions of texts from the student's book with extra practice tasks on the Helbling E-zone. Furthermore, both publishers incorporated graded tasks, which get progressively more difficult. These tasks are often implemented in reading or listening comprehensions and are meant to address all learners' abilities. A similar approach is adopted in the **Easy** books (see also teacher's book, Häusler, 2024, p. 15) based on Webb's four complexity levels, which gradually increase the cognitive demands of a task. In addition to the intensifying activities the coursebooks from **Helbling Languages** created "option A or B tasks", where pupils can be encouraged to choose from two tasks of different difficulty.

While all publications claim to have integrated scaffolds for the users, **More!** also highlights its blended learning opportunities, whereas **Easy** bases every unit around visual stimuli and promises to guide students via micro learning units, through a progressive learning path. This path is also meant to foster autonomous learning.

A feature of **More!** and **English Step by Step** is the my personal learning track. The authors created an online tool for students to test their newly acquired knowledge after a unit. By completing a test, the students can check their abilities and also receive extra practice tasks in case they score low. After the extra training they retake another version of the first test to check their improvement. In addition to the online and adaptive test-training, the **Easy** series incorporates an additional repetition section of the targeted skills in the Easy pad. Furthermore, all three coursebooks mention the objectives as can-do statements either at the beginning or throughout the units. **Helbling Languages** list can-do statements on the first page of every chapter and encourages learners to tick the boxes of the achieved learning outcomes, while **Veritas** uses a three-point proficiency scale with smiley icons to encourage students to assess their understanding.

In addition to the previously mentioned characteristics, the **English Step by Step** coursebook incorporated its so-called advance organizing system. This entails a repetitive structure of the

presented chapters in order to activate prior knowledge and schemata. To do so, the publishers use a photo story as an anchor for the following inductive grammar activities. These are then followed by short deductive descriptions of the newly acquired grammar items and a section with integrated skills. **More!** does not provide anything similar, while the **Easy** books aim to activate prior knowledge by introducing micro learning units. These sections are in line with the guided progression through the book and are based on a storyline; this gives a variety of possibilities for teachers to link the content to their students' lives.

Moving onto the topic selection of the books, it becomes apparent that **More!** and **Easy** both added overarching subjects such as education, jobs, media, economy, entrepreneurship and politics. In contrast to **English Step by Step**, which does not explicitly refer to these areas, **More!** also provides four vlogs ("Our young world"), which cover the topics mentioned above.

Lastly, concerning the development of the skills in the coursebooks, all three incorporated tasks which focus on the four key competences: listening, reading, writing and speaking (monologic and dialogic) as well as vocabulary acquisition, grammar and digital learning. The **English Step by Step** series additionally highlights its integrative approach, which includes a combination of at least two skills in one task. For example, a speaking or writing activity after a listening or reading comprehension. However, although the other teachers' books do not explicitly mention this integrative skills work, they also provide similar activities.

In regard to the vocabulary attainment the publisher **Helbling Languages** created an online vocabulary trainer for each unit and also included a variety of audio-visual content to expose the learners to "high frequency chunks" of language. In the **More!** series there are six episodes of "The Twins", which are short videos used to develop speaking competencies, as well as six episodes of the "Story of the Stones", an animated fantasy story, which have a continuing storyline over the first two books and are the main audio-visual aspect of the book. Additionally, the book offers "Everyday English" sections, which focus on useful phrases for discussions or daily activities. In the **English Step by Step** series "The after school club" builds the narrative anchor since it is featured in every unit and "The secret spring", similarly to the "Story of the Stones" as fantasy comic story. In contrast to these books the **Easy** series uses a lexical approach and does not provide any audio-visual stories. Its main source of contextualized language is found in pictures, speech bubbles and dialogues, making the focus on speaking and writing more prominent than in the other two books (see section 4.3.1.5). **Easy**, however, does provide flashcard sets with audio support, which seems comparable to the vocabulary trainer.

Considering the grammar instruction in the books it is apparent that the contextualization of new grammatical items is highlighted by all of them. They also share their approach to teaching these structures by incorporating them into receptive tasks, before the learners need to apply them productively. Nevertheless, the **Easy** and **English Step by Step** books offer many possibilities for a guided discovery, while **More!** seems to provide more deductive grammar learning activities. Generally, **Helbling Languages** also offers some audiovisual materials for grammar instruction (**More!**: videos, **English Step by Step**: grammar raps).

Lastly, the aspect of pronunciation is handled similarly in **More!** and **English Step by Step** by using songs, sketches, sounds right drills and dialogue karaoke, which is an online tool to practice pronunciation. Besides songs and chants, some phonetic transcription symbols are also mentioned and used in the materials studied.

4.3.1.5 Balance of skills

In this section the results of the competence composition will be presented and compared. As described in the previous section the number of listening, reading, speaking and writing tasks in the coursebooks were counted. Additionally, the listening and reading tasks were divided into focus and integrated tasks.

In the following two graphs the percentage of listening, reading, speaking and writing tasks for the first- and second-grade books are shown.

Figure 8. *Balance of skills 1st grade*

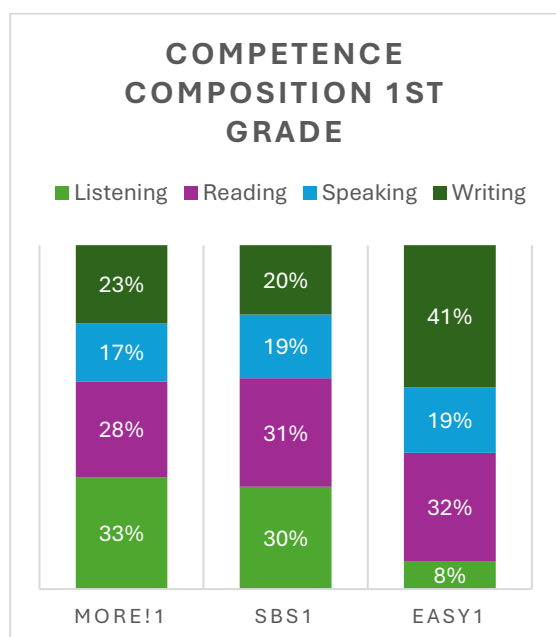
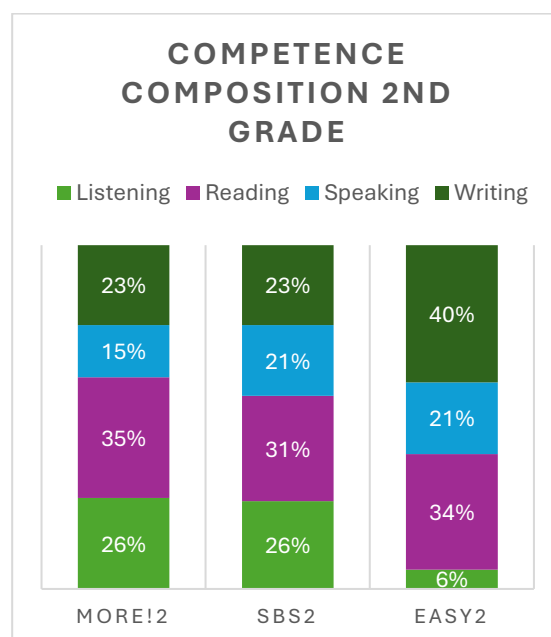


Figure 9. *Balance of Skills 2nd grade*



As can be seen in Figures 8 and 9 the skills composition of the book series is quite similar in the first- and second-grade editions. It can also be said that the publisher **Helbling Languages**, who composed **More!** and **English Step by Step** developed their coursebook akin to each other with only slight differences in the number of speaking and reading tasks. A more notable contrast can be found in the composition of the **Easy** series. It has a significant focus on writing tasks with almost twice as many activities, while it only provides approximately a quarter of the number of listening tasks compared to **More!** and **English Step by Step**.

The consecutive graphs deliver information about the distribution of focused and integrated listening tasks. As defined before, the focus tasks are dependent on the recording, while the integrated tasks involve extra listening materials such as listening to a reading passage.

Figure 10. *Focus vs integrated listening tasks 1st grade*

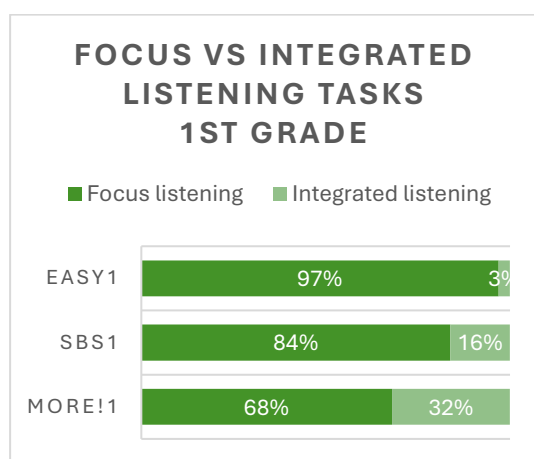
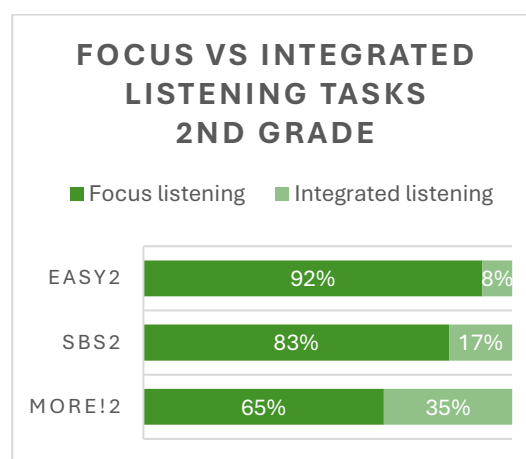


Figure 11. *Focus vs integrated listening tasks 2nd grade*



Figures 10 and 11 indicate a noticeable difference between the three coursebooks. Firstly, the **Easy** books reach the highest value in focus listening tasks with over 90% in the first- and second-year book, while **More!** shows the lowest rate of focus tasks with about 65%. **English Step by Step** on the other hand shows almost identical outcomes for their two editions. These outcomes suggest that **More!** and **English Step by Step** include more extra listening tasks which is also visible in the results of the general skills composition.

The following figures give information about the distribution of focus and integrated reading tasks in the coursebooks. The differentiation of the two categories is based on the same metrics as in the previous description of the listening tasks. In this case the integrated reading passages could have been song texts, exemplary answers or short inputs for writing tasks.

Figure 12. *Focus vs integrated reading tasks 1st grade*

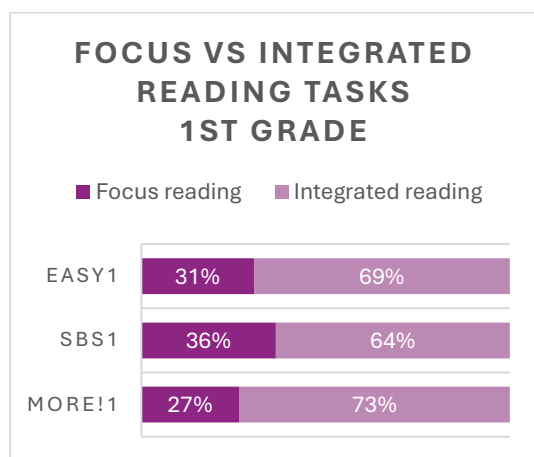
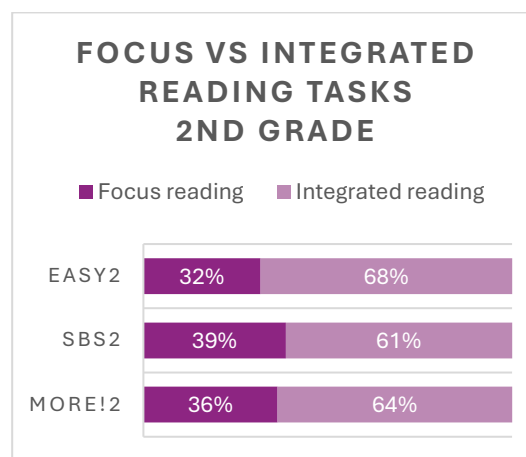


Figure 13. *Focus vs integrated reading tasks 2nd grade*



In contrast to the results from the listening tasks, the focused reading activities are remarkably lower than the integrated tasks as can be deduced from Figures 12 and 13. Generally, the results are comparable between the three coursebooks. Only the first-grade book from **More!** shows a lower amount of focus reading tasks with less than 30%. These outcomes indicate that the publishers put more emphasis on additional reading passages which are intertwined with other skills than prototypical reading comprehension tasks.

4.3.1.6 Digital and online resources

As a last aspect the availability of digital and online resources was measured. The outcomes suggest a conformity in the implementation of icons within the books to indicate accessible or further online content. All books share the e-book platform Digi4School. With regard to additional materials, **More!** and **English Step by Step** provide extra material, which can be administered by the teachers on the Helbling e-zone, while **Easy** offers their e-book also on Skook and provides their own learning app as well as the Veritas Mediathek App for accessing the audio files.

4.3.2 Results of the focus analysis

The aim of this section is to present the outcomes of the focus analysis. The first part is devoted to the presentation of the results from the reading comprehensions tasks, while the second part is dedicated to the listening comprehension tasks. After the detailed description of the findings here, the implications with regard to existing research and teaching practice will be discussed in chapter 5.

4.3.2.1 Results of the first-grade reading comprehension tasks

In the analysis data is collected about the context, the design features and the focus of the chosen reading comprehension tasks from the first and second-grade. In case of the first-grade books every used task is chosen from a unit about shopping and either dealt with a shopping context or a topic linked to consumption such as waste production. The books **More! 1** and **Easy 1** both use the context of a supermarket for their reading passage, which consists of three task elements. In contrast, **English Step by Step 1** uses an informative leaflet about plastic pollution with four task components. All books provide supportive design features like pictures from the chosen scene (**More! 1/ Easy 1**) or images incorporated into the text passage (**English Step by Step1**). The provision of lexical support is also found in **English Step by Step 1** which includes guiding questions and an example for an e-mail, while **Easy 1** includes sentence starters, pictures as well as prices for the grocery list. Similarly, all the activities focus on topical vocabulary.

In addition to the context and design features, the outcomes of the readability scores based on the Flesh Reading Ease (FRE), the Gunning Fog Index (GFI) as well as the overall CEFR level reveal information about the lexical diversity of the materials overall. These measures are shown in Table 6 below.

Table 6. Results: Readability scores and CEFR 1st grade

Readability scores and CEFR			
Measures	More! 1	English Step by Step 1	Easy 1
Flesch Reading Ease	94,10 (A1)	90,64 (A1)	97,24 (A1)
Gunning Fog index	5,05 (A1)	5,23 (A1)	3,47 (A1)
CEFR level	A1+	A1	A2

As can be seen from the data in Table 6 the texts from **More! 1** and **English Step by Step 1** share similar readability scores, while **Easy 1** receives the highest FRE score and the lowest GFI value. These outcomes suggest that the reading comprehension from **Easy 1** has the highest readability although it received an A2 CEFR level from the tool Text Inspector. This outcome suggests that the **Easy 1** text might have simpler sentence constructions or a higher percentage of shorter lexical items, while incorporating higher level words. In summary, these results show that the **Helbling Languages** books offer content on an A1 level, while Easy designed a considerably more complex task (A2).

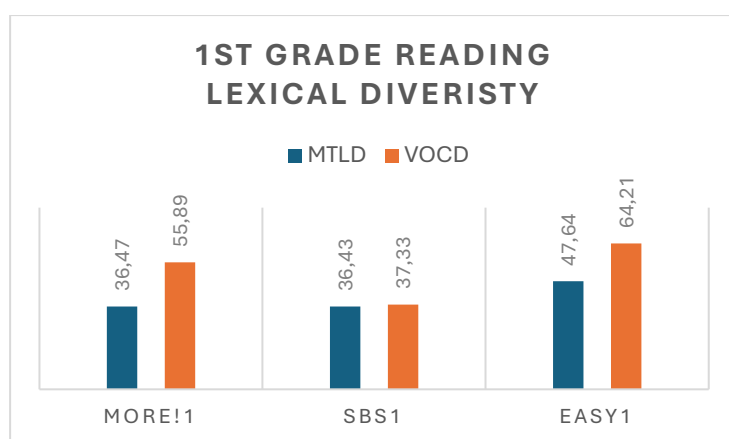
Further specific reading metrics such as word-, sentence-, token- and type count as well as measures about the lexical diversity of the input texts are presented in Table 7. These measures

include the D- measure (VocD), the Measure of Textual Lexical Diversity (MTLD) and the Type-token-ratio (TTR), the first two are also shown in Figure 13.

Table 7. Results: Focus reading analysis 1st grade

In depth analysis			
Measures	More!1	English Step by Step1	Easy1
Word count	290	73	163
Sentence count	37	15	25
Token count	282	73	164
Type count	130	47	89
TTR	0,46	0,64	0,54
MTLD	36,47	36,43	47,64
VOCD	55,89	37,33	64,21

Figure 14. Results: Lexical diversity 1st grade



The data presented in Table 6 demonstrate that the analyzed texts differ in the word count as well as the sentence, type and token count. As can be seen, the longest text with 290 words is found in **More! 1**, while the dialogue from **Easy 1** consists of 163 words and **English Step by Step 1** only uses 73 words, which equates to about a quarter of the words used in **More! 1**. However, the number of words does not equal a more challenging text as can be deduced from the MTLD and VocD measure. Generally, longer texts tend to include more repetitions in wording, which can decrease the value of the ratio. The data in Figure 13 show that based on the MTLD value the texts share a comparable lexical richness, while the VocD measure delivers the results that the **Easy 1** task scored the highest VocD with 64,21 and **More! 1** scores about 20 percentage points higher than the **English Step by Step 1** task. Overall, these results indicate that **Easy 1** provides the text with the highest lexical diversity followed by **More! 1** and **English Step by Step 1**.

Beyond the lexical features of the tasks, the analysis is also concerned with the internal structure of the pre-, while and post- reading tasks and delivers results about the tasks configuration in terms of their number of components, task types, focus, interaction format, input and expected output as well as the expected skills development in the individual parts of the tasks. Additionally, the framework highlights the recommendations from the teacher's book.

Firstly, the data reveals that the chosen comprehension tasks have at least three components and include nine different kinds of task formats. The following table lists these types of tasks and indicates which book (B) provides them. The recommended extra tasks from the teachers' books (TB) are also included.

Table 8. *Results: Task types 1st grade reading*

Task type	More! 1	English Step by Step 1	Easy 1
Open Questions	TB	TB	TB
Matching		B	
Writing a list			B
Single choice	B		
Short answers	B		B
True/false	B	B	
Listening	B	B	
Integrated writing		B	
Formulating questions			B

Note. TB= found in teacher's book; B= found in coursebook

As table 8 shows there are some question types and formats, which occur in all or at least in two of the books. These are short answers, true/ false tasks and additional audio material. The open questions tasks are exclusively mentioned in the teachers' books. Generally, **More! 1** and **English Step by Step 1** provide four task types, while **Easy 1** incorporates three different task formats in the coursebook. Interestingly, **More! 1** does not include any extra writing activities like **Easy 1** and **English Step by Step 1**.

In addition to these findings, the analysis shows in which phase (pre/while/post) these task formats are implemented and if they are used as assessment or learning tasks. In case of assessment tasks, they only test the skill and do not provide any additional instructions which could facilitate the process of finding the correct answers as seen in exam contexts, while learning tasks focus more on using strategies and reflecting on the process of solving a task. In the pre-reading phase, the open guiding questions are used to activate the prior knowledge of the students as indicated in all teachers' books. Additionally, **English Step by Step 1** and **Easy**

1 include a matching task, which is used to make learners aware of the given picture in the following reading task and could lead them to making prediction about the content. **Easy 1** also includes writing a list, which leads students to skim and scan through the text and gain a first impression of the story, whereas **More! 1** apart from asking students to read the text does not include any pre-tasks in the coursebook. This means that all teachers' books provide a learning task in preparation to the while-reading activity and **Easy 1** as well as **English Step by Step 1** also include a learning task in the coursebook. The while-reading phase in **More! 1** consists of single choice, short answers and a true/ false task. Likewise, **English Step by Step 1** uses a true/false format, while **Easy 1** presents open and short answer questions. In this phase these kinds of tasks are mainly used for testing the reading skills. Only **English Step by Step 1** offers additional guiding questions in the teacher's book, which could add a learning aspect to the while-phase. Lastly, in the post-reading phase the most striking result from the data is that **English Step by Step 1** and **Easy!1** both feature further writing instructions, whereas **More! 1** contains a recording of the text passage to check the answers. In the case of **English Step by Step 1** the post- task, which involves writing an email, delivers an opportunity to reflect on the content of the reading task and the input in the teacher's book and also invites the teachers to foster their student's textual awareness and genre specific knowledge, which can be beneficial for writing texts. However, the task does not include reflection about the reading process itself. **Easy 1** asks the students to write questions about the given text and exchange them with a partner. This adds a learning aspect to this phase since the students need to read the text again and engage with the input on a deeper level, which is only possible if the students understand what they have read, but it also does not directly lead them to think about their reading skills. In **More!1** the focus lies on comparing the results and listening to the story, which might lead the students to reflect on their process. Additionally, the teacher's book recommends that the learners talk about their solutions and try to find evidence in the text, which adds a beneficial learning aspect to this task that could lead the students to think about their strategies, strengths and weaknesses. Consequently, the assessment tasks are found in the while- reading phase, whereas the learning tasks are found in the pre- and post- phase. Evidently, the most input for learning tasks is found in the teacher's books, especially in case of **More! 1**.

Throughout the deconstruction of the pre-, while and post-tasks it is evident that the internal structure of the tasks is quite similar. All tasks share similar discourse roles, focus, interaction formats and the input source. Some differences are found in the kind of input. While **More! 1** and **Easy 1** provide fictional texts, **English Step by Step 1** uses an informative text, which can

be viewed as non-fiction. Moreover, the publisher **Veritas** also recommends using input from other sources in its teacher's guide. In regard to the mental processes in the while-reading tasks the analysis shows that all books focus on decoding semantic meaning. Additionally, **More1** and **Easy 1** include the mental process of selecting information.

Within the results of the three phases, the analysis also considers the targeted reading purposes and strategies which are needed to complete the tasks. These can be found in the table below. The letter code implies which strategies are elicited directly by the books' instructions (B), by the teachers' books (TB) or which ones are not explicitly mentioned but would be needed to complete the task (N).

Table 9. *Results: Reading purposes and strategies 1st grade reading*

Reading purposes & strategies	More! 1	English Step by Step 1	Easy1
Reading to search for information (skim + scan)	TB	TB	B
Reading for quick understanding (Skim)	N	N	N
Reading for general comprehension	B	B	B
Reading to learn			
Reading to synthesize			
Reading to evaluate, critique & use			
Previewing	TB	B	TB
Activating prior knowledge	TB	N	TB
Predicting	TB	N	TB
Forming Qs			B
Answering Qs	B	B	B
Summarizing			
Monitoring comprehension	TB	TB	N
Using textual and structural awareness		TB	
Visual & mental representations		TB	
Generating appropriate inferences	TB	N	N

Note. TB= found in teacher's book; B= found in coursebook; N= needed for the completion

Based on the data in Table 9, twelve reading skills are observed to be of importance throughout the set of tasks. 75% of them are expected to be needed for the completion of the tasks in all coursebooks. These include reading to search for information, reading for quick understanding, reading for general comprehension, previewing, activating prior knowledge, predicting, answering questions, monitoring comprehension and generating appropriate inferences. While all coursebooks explicitly mention reading for general comprehension and answering questions, only **Easy 1** provides instructions in the student's book which could elicit the strategies reading

to search for information as well as forming questions, while **English Step by Step 1** offers a previewing activity in the pre-reading stage. Other metacognitive skills such as previewing, activating prior knowledge, predicting monitoring comprehension, are expected to be elicited through the instructions in the teachers' books. One surprising finding concerns the recommendations in the teacher's book from **English Step by Step 1** that include using textual and structural awareness as well as visual and mental representations. These processes of working with a text, are exclusively found in the **English Step by Step 1** series. whereas the teacher's book from **More! 1** suggests talking about the task formats which is expected to include reminding the learner to generate appropriate inferences. Consequently, apart from a few strategies which are not explicitly mentioned in all coursebooks (skimming, generating inferences, monitoring comprehension), the majority of instructions which include strategy use are found in the teachers' books. This implies that using an open learning format without further instructions provides way less guidance for learners and does not have the potential to develop their skills.

Lastly, the teachers' books offer a variety of extra tasks, as indicated in the previous results. Furthermore, they provide recommendations for the interaction format and include reminders for teachers to recapitulate certain grammatical rules, task instructions or ideas on how to compare the answers in a plenum setting.

4.3.2.1 Results of the second-grade reading comprehension tasks

In a similar fashion to the presentation of the result from the first grade, this section is dedicated to compiling the outcomes of the second-grade reading comprehension tasks. Generally, they are set in a context about homes, houses and furniture. All three coursebooks provide different text types as a basis for the comprehension tasks with two (**More! 2**) to three task components (**English Step by Step 2** and **Easy 2**). **More! 2** includes five short descriptions of houses and homes in different countries, while **English Step by Step 2** uses a magazine article about the effect of room colors. By contrast, **Easy 2** provides a scene set in an attic, which shows three characters who are talking to each other. Similar to the first-grade tasks, the layout of the activities in **More! 2** and **Easy 2** also offer visual support for the learners by integrated pictures. Moreover, lexical support in the form of an example paragraph in **English Step by Step 1** is given and **More! 1** provides a translation in the reading passage. As opposed to the vocabulary focus in the first-grade books, these tasks focus on grammatical features such as possessive

pronouns in **More! 2**, comparative forms in **English Step by Step 2** and comparative and superlative forms in **Easy 2**.

Besides the contextualization of the tasks, the analysis also shows readability scores for the second-grade books as presented in the consecutive table.

Table 10. *Results: Readability scores and CEFR level 2nd grade*

Readability scores and CEFR			
Measure	More! 2	English Step by Step 2	Easy 2
Flesch Reading Ease	77,8 (A2+)	83,94 (A1)	88,72 (A1)
Gunning Fog index	6,56 (A1+)	6,52 (A1+)	5,12 (A1)
CEFR level	A2+	A2+	A2

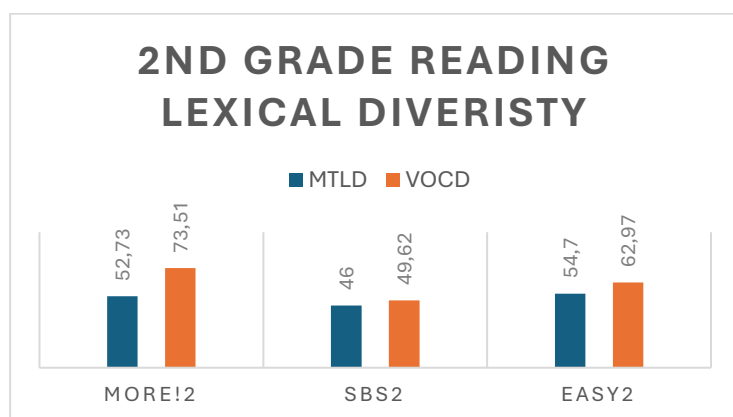
The results presented in Table 10 show comparable outcomes for the FRE and GFI to the ones in the first-grade analysis. Likewise, **Easy 2** achieves the highest readability scores. However, in this data set the CEFR level is ranked lower. **More! 2** and **English Step by Step 2** share similar scores and are ranked A2+, which is slightly above the target level for the second grade.

In regard to the additional reading metrics the following table provides the results. MTLN and VocD measures are shown in Figure 15.

Table 11. *Results: Focus reading analysis 2nd grade*

In depth analysis			
Measure	More! 2	English Step by Step 2	Easy 2
Word count	327	189	189
Sentence count	31	19	21
Token count	327	189	192
Type count	171	102	109
TTR	0,52	0,54	0,57
MTLN	52,73	46	54,7
VOCN	73,51	49,62	62,97

Figure 15. Results: Lexical diversity 2nd grade



From the data in table 11 it can be seen that **More! 2** obtains the longest text passage, whereas **English Step by Step 2** and **Easy 2** both have an equal word count. Based on the sentence count all three books designed texts which have approximately the same sentence length with nine to ten words. Moreover, the readability scores suggest that the text from **English Step by Step 2** has the lowest lexical richness, while **More! 2** and **Easy 2** receive similar, higher MTLD scores. Nevertheless, **More! 2** scores the highest D-Measure (VocD). This outcome might correlate with the word count from this text. Taken together with the results from the first grade, the outcome shows that the second-grade books provide texts with a higher lexical diversity than the first-year books.

Another aspect examined was the occurrence of different reading formats and task types, which is presented in Table 12. Similar to the first-grade section, the teacher's book suggestions, which were not mentioned in the books (B), are indicated with the abbreviation TB.

Table 12. Results: Task types 2nd grade reading

Task type	More! 2	English Step by Step 2	Easy 2
Open Qs	B	TB	B
Matching			B
Writing a list			
Single choice		B	B
Short answers	B		
True/false	B		B
Listening			
Integrated writing		B	TB
Integrated speaking			
Formulating questions			
Sentence completion	B	B	
Gap fill			B

Note. TB= found in teacher's book; B= found in coursebook

Table 12 shows the eight kinds of tasks detected in the books. An open question format is present in **More! 2** and **Easy 2**, while **English Step by Step 2** has a recommendation for guiding questions in the teacher's book. True/false and sentence completion formats are found in at least two books. Moreover, **English Step by Step 2** includes an integrated writing format, while **Easy 2** offers the instruction for the writing tasks in their teacher's guide and a grammar focus gap fill task in the coursebook as a post-reading activity. Additionally, **English Step by Step 2** and **Easy 2** obtain a single choice task and **More! 2** an activity based on short answers. What stands out is that the task type sentence completion does not occur in the first-grade books, whereas open questions are prevalent in both grades.

Beyond this list of types, the data indicates in which phase (pre-, while, post) they are integrated and if they are used as assessment or learning tasks. Firstly, **English Step by Step 2** provides a single choice task and **Easy 2** a matching task in the pre-reading phase. Additionally, the publisher **Helbling Languages** includes a recommendation for open guiding questions in both coursebooks (**More! 2/ English Step by Step 2**). These pre-reading activities can be considered as learning tasks, because they aim at activating prior knowledge about the following reading task. **English Step by Step 2** involves a predicting task, which leads the learners to skim through the text and its features. **Easy 2** sets the focus on language by letting students find suitable collocations, while **More! 2** does not include a task in the book but offers guiding questions in the teacher's book. Next, **More! 2** incorporates a task with short answers, true/false questions and sentence completion, while **English Step by Step 2** also includes sentence completion and **Easy 2** open and true/false questions. These while-reading tasks are mainly used for assessing the students' skills, since there are no indications of reflection or strategy use in the coursebooks. However, there are indications for a learning task in the teachers' books from **English Step by Step 2** and **Easy 2**. **English Step by Step 2** gives explicit strategy instructions by recommending collaborative work, which involves skimming the reading passage together before comparing the result in plenum. **Easy 2** offers an additional writing task, which involves reflecting on the content of the input and it also sets a language focus by discussing a metaphor that occurs in the text. Finally, the data show that **English Step by Step 2** presents a further writing task. **Easy 2** offers a task based on comparative and superlative forms found in the input text, which poses a focus on grammar. These post-tasks deliver some learning aspects for writing and grammatical skills; however, they do not invite the learners to reflect on their reading process. **English Step by Step 2** puts the focus on a meaningful writing task, which aims at using the newly learned information, while **Easy 2** aims at developing

knowledge about grammar. In contrast, **More! 2** does not include a post-reading activity, which implies that teachers need to provide additional ideas themselves to apply to the three-part structure and to add a learning task that can foster the learner's reading skills. Consequently, **More!2** delivers only an assessment task, if the teacher's book is not consulted.

Turning now to the outcomes of the deconstructed tasks, it becomes clear that the tasks show more differences between the three books than the first-grade tasks. These concern the required mental processes, the discourse role, as well as the in- and expected output of the tasks. In the pre-tasks from **More! 2** and **English Step by Step 2** the mental processes decoding semantic meaning and hypothesizing are detected, while **Easy 2** has a focus on selecting information. In regard to the discourse role the investigation reveals that **English Step by Step 2** and **Easy 2** require the user to write scripted responses (ticking the box or using words from the text). The initiation of a free discussion is dependent on the implementation of the teacher's book task. Moreover, the data on the input show that **More! 2** and **English Step by Step 2** use factual texts. In contrast, **Easy 2** uses a constructed scene with the main characters, which is considered fiction. In the while- reading phase the books share a number of similarities except for the interaction format. Although all tasks ask the user to work individually, based on the teachers' books, **More! 2** recommends a plenum setting for the comparison and **English Step by Step 2** a pair work environment. Lastly, the post-reading activities from **Easy 2** and **More2** also include higher level mental processes such as hypothesizing and building on the newly acquired knowledge of the text passages. These results suggest that **More! 2** offers less input for the learners than the other coursebooks.

In addition to these outcomes, the following table presents the required use of reading purposes and strategies to complete the tasks. The letter code implies which strategies or purposes are elicited directly by the books' instructions (B), by the teachers' books (TB) or which ones are not explicitly mentioned but would be needed to complete the task (N).

Table 13 Results: *Reading purposes & strategies 2nd grade reading*

Reading purposes & strategies	More! 2	English Step by Step 2	Easy 2
Reading to search for information (skim + scan)	N	TB	N
Reading for quick understanding (Skim)		TB	N
Reading for general comprehension	B	B	B
Reading to learn			
Reading to synthesize			
Reading to evaluate, critique & use			

Previewing	TB	B	TB
Activating prior knowledge	TB	TB	TB
Predicting	TB	B	TB
Forming Questions			
Answering Questions	B	B	B
Summarizing			
Monitoring comprehension	TB	N	N
Using textual and structural awareness		B	
Visual & mental representations			
Generating appropriate inferences	TB	B	TB

Note. TB= found in teacher's book; B= found in coursebook; N= needed for the completion

As can be seen in table 13, ten purposes and strategies are expected to be needed for the analyzed tasks. Eight of these are detected in all books including: reading to search for information (skim and scan), reading for general comprehension, previewing, activating prior knowledge, predicting, answering question, monitoring comprehension as well as generating appropriate inferences. Only two strategies are explicitly requested in all books (answering questions, reading for general comprehension). However, many instructions in the teachers' books are found to have the potential to elicit more reading skills. According to the data, **More! 2** and **Easy 2** offer many suggestions in their teachers' books, which could be beneficial for strategy enhancement, while **English Step by Step 2** includes the highest number of explicit instructions in the coursebook. These outcomes suggest that the task found in **English Step by Step 2** offer the best materials for self-study in contrast to **More! 2** and **Easy 2**.

Lastly, comparable to the outcomes of the first-grade reading comprehensions, the second-grade teachers' books provide a notable number of additional suggestions to the coursebook tasks. Besides the already described extra tasks, **More! 2** adviss the teacher to explain the task format again, prior to letting the students begin the activities. **English Step by Step 2** suggests implementing pair work and peer feedback in the while- and post-reading phase. Furthermore, **Easy 2** delivers many pre-impulse tasks and lists further ideas for individualization as well as further instructions for an additional post-reading task, which are not given in the coursebook. To sum up, without the comments in the teachers' books the pre- and post-reading tasks are missing in **More! 2**.

4.3.2.3 Results of the first-grade listening comprehension tasks

In line with the prior results, the subsequent section will address the findings from the listening comprehension tasks, beginning with the first-grade books.

All three chosen tasks deal with the topic emotions and have the grammar focus on the verb *to be.*, including its negation. The data also indicates that **More! 1** and **English Step by Step 1** present tasks with three components, while **Easy 1** provides an activity with five elements. The main types of the listening comprehensions are a radio play (about monsters in **More! 1**), a picture story (about a girl in **English Step by Step 1**) and a recording of a dialogue (between two main characters from the **Easy 1** series). Except for the dialogue format of the recording in **Easy 1**, the others offer short scenes of monologues, even in the radio play. Generally, all books offer visual support for the learners by incorporating a number of colorful pictures about the scenes. Moreover, **More! 1** includes lexical scaffolds by integrating the translation into German of three important words from the song and providing speech bubbles in the picture sequencing tasks. **English Step by Step 1** includes example sentences as linguistic support for the post-task, which is also done in **Easy 1**.

Apart from the context and the number of components and the scaffolds, the following table presents information about specific listening features such as the duration of the tasks, the overall speech rate, the number of speakers, the occurrence of background noise, examples of blends and reductions as well as signs of natural conversation patterns in the speaker's speech.

Table 14. *Results: Focus analysis 1st grade listening*

In depth analysis			
Books	More! 1	English Step by Step 2	Easy 2
Duration	5:11	2:21	1:20
Overall speech rate (measured with Speech rate meter)	78 wpm 95 wpm (articulation rate) 15% filler sounds	68 wpm 105 (articulation rate) 11% filler sounds	84 wpm 133 wpm 0% Filler sounds
Who is speaking?	Bob, Jill, Tim, Lilian, Rose	Narrator Andrea	Narrator, Dad Freddy, Mira,
Accent?	British	British	British
Background noises?	Short melody between scenes Sound of the magic bottle Snoring	Television “And now cook gently for 5 minutes”	TV: football game “And that's three one for Chelsea.”
Examples of elisions or contractions	It's, isn't, he's, let's, there's, where's, she's, you're	Isn't, she's, that's, I'm, isn't, it's,	That's Isn't
Signs of natural conversation patterns (hesitation markers, interjections,)	“Aha”, “Hahaha”, “Ahh”, Yawns “Ohh”, “Ihiih”	“Ohh”, “Brrr” “Uhhh”, “Ahhh”, Aouu”, “Phew”, “Yum”, Mhhm”	-

The results obtained from the analysis shown in Table 14 reveal that **More! 1** offers by far the longest listening comprehension with over five minutes, followed by **English Step by Step 1** with about 50% less recording time and **Easy 1**, with the shortest audio. However, the highest speech rate with the least number of filler sounds is detected in **Easy 1**. Overall, there are two to five speakers involved, and the accent was British. Furthermore, each recording contains background noises such as television sounds in **English Step by Step 1** and **Easy 1** as well as short melodies between scenes in **More! 1**. Further analysis shows that all speakers involved, use contraction forms in **More! 1** and **English Step by Step 1**. Moreover, they also use signs of natural conversations patterns. In contrast, the audio file in **Easy 1** does not contain any of these signs. In summary, these results indicate that the **More! 1** and **English Step by Step 1** series offers longer recordings that provide more language input; however, this might not mean that they deliver more lexically dense input.

In addition to these outcomes, the next table shows the detected task types in the listening comprehension tasks. The teacher's book suggestions, which were not mentioned in the books (B), are indicated with the abbreviation TB.

Table 15. *Results: Task Types 1st grade listening*

Task type	More! 1	English Step by Step 1	Easy 1
Open Questions		B	TB
Matching			B
Writing a list			
Single choice			
Short answers			
True/false			
Integrated writing			
Formulating questions			
song	B		
Gap fill	B		B
Sequencing	B	B	
Integrated speaking		B	B
Sentence completion			
Integrated Reading			B

Note. TB= found in teacher's book; B= found in coursebook

Table 15 shows the seven different task types encountered in the coursebooks examined. It is worth noting that gap fill tasks are present in **More! 1** and **Easy 1**. Sequencing activities are detected in **More! 1** and **English Step by Step 1**, while **English Step by Step 1** also shares the integration of a speaking task and open questions with **Easy 1**, however, these are only indicated

in the teacher's book. **More! 1** also includes a song, whereas **Easy 1** includes a matching task with integrated reading. Interestingly, the analysis shows that there is no task type which appeared in all books examined. With regard to the data already presented in the reading section, it can be concluded that the publishers do not use the same set of task types in the listening comprehensions.

In continuation of the previous findings, it was discovered that the song, the matching task as well as the open questions are located in the pre-listening phase. The open questions in **English Step by Step 1** and the matching task in **Easy 1** are learning tasks that can potentially activate prior knowledge and prepare the students for the main listening task. The song given in **More! 1** could be used as a contextualization, but there are no additional guiding questions or predicting activities mentioned in the coursebook or the teacher's book. These tasks are then followed by gap fill activities in **More! 1** and **Easy 1**. Notably, **English Step by Step 1** incorporates a sequencing task in the while-reading stage, whereas **More! 1** does so in the post-reading stage. The mentioned task types are used for assessing the listening skills. None of the coursebooks give additional instructions that could facilitate the listening process. Finally, a speaking activity is used by **English Step by Step 1** and **Easy 1** to conclude their exercise. **English Step by Step 1** focuses on letting the students retell the story of the listening passage, but it does not provide an opportunity to talk about the listening process. **Easy 1** invites the learners to say how they feel in situations mentioned in the recording; however, similarly to **English Step by Step 1** and **More! 1** there is no reflection about useful strategies. In regard to the previous results, it can be said that while the reading tasks tend to include writing tasks in the post-phase, the first-grade listening comprehension tasks seem to focus on speaking.

In addition to these results, the close examination of the tasks shows differences across the categories of expected mental processes, interaction format, as well as input and output. While the discourse role and the focus of the tasks are similar, **More! 1**, due to its implementation of a song, expects the elicitation of the mental process repeating identically, in contrast to **English Step by Step 1**, which requires hypothesizing. In **Easy 1** on the other hand, it is anticipated that learners use scripted responses, initiate a role play and use modified phrases from the given input. Furthermore, **English Step by Step 1** reveals to have implemented three types of interaction formats: individual, pair work and working in a plenum setting, while **Easy 1** offers pair and individual work and **More! 1** focuses on individual work. Lastly, the input differed in terms of the provision of lyrics for the song in **More! 1**, the picture story sequencing tasks in

More! 1 and **English Step by Step 1** and the occurrence of a reading task in the pre-reading phase in **Easy 1**. This format is reflected in the expected output, which is mainly oral in **More! 1** and a combination of written and spoken output in **Easy 1** and **English Step by Step 1**. These results suggest that the given listening comprehension tasks are characterized by a higher degree of diversity than the first-grade reading tasks.

In regard to the listening strategies, the subsequent table shows the results of the strategies which would be needed to complete the tasks. Similar to the results in the reading section, the letters TB are used to highlight explicit instructions in the teachers' books, while the letter B indicates that the given instructions in the books could potentially elicit these skills. The letter N indicates that there is no direct instruction for using these skills, but it would be needed for the completion.

Table 16. *Results: Listening strategies 1st grade*

Listening strategies	More! 1	Step by Step 1	Easy 1
Planning	B	B	TB
Monitoring	B	TB	TB
Problem solving	TB	B	TB
Evaluation	TB	B	TB
Listen for details	B	B	B
Listen for global understanding	B	B	B
Listen for main ideas		N	N
Listen and infer	N	N	N
Listen and predict	N	N	N
Listen selectively	N		N

Note. TB= found in teacher's book; B= found in coursebook; N= needed for the completion

Based on the given data in Table 16, we can see that there are ten strategies that learners should use to complete the listening tasks. Eight of these strategies listed were found in all coursebooks, i.e., planning, monitoring, problem solving, evaluating, listening for details, listening for global understanding, listening /inferring and listening/predicting. Notably, **Easy 1** only includes direct instructions in the students' books for two of the strategies, i.e., listen for details & listen for global understanding, which were also found in **More! 1** and **English Step by Step 1**. In contrast, the metacognitive skills (planning, monitoring, problem solving, evaluation) are only found to be directly elicited through the additional suggestions in the teacher's book in **Easy 1**. In case of **More! 1**, problem solving and evaluation are included in the teacher's book instructions, while **English Step by Step 1** shows guidance for a monitoring process there. Generally, **English Step by Step 1** provides instructions, which could elicit five

listening strategies, while **More! 1** offers four. Moreover, other strategies such as listen for main ideas, listen and infer, listen and predict as well as listen selectively are not mentioned in any guidelines of the given tasks, although they are expected to be essential for finishing the task. Consequently, **English Step by Step 1** offers the most guidance for listeners in terms of eliciting strategy use.

Lastly, the teacher's book recommendations for the listening comprehension tasks are also collated. In addition to the previously described suggestions, all coursebook series advise teachers to play the recording more than once. Additionally, **More! 1** recommends singing along with the students and letting them check their results in pairs in the first grade listening task. The data also reveal that **English Step by Step 1** and **Easy 1** offer many ideas for the pre-listening phase such as brainstorming together or writing the results on the board for a spell check. Moreover, both coursebooks also provide guidance for the interaction format in the different stages of the listening comprehension. In sum, we can say that the teachers' guides also offer a significant number of further suggestions for the listening activities similar to the reading tasks.

4.3.2.4 Results of the second-grade listening comprehension tasks

In accordance with the structure applied in the previous sections, the final part of the results focuses on the second-grade listening comprehension tasks.

Generally, the chosen tasks are based on the topic animals. Every coursebook discusses vocabulary related to wild animals or pets and the data show that **More! 2** and **English Step by Step 2** also share the grammar focus on comparative and superlative forms, while **Easy 2** put the emphasis on equative comparisons (as... as) and quantifiers (much, many, few, little). Overall, the tasks consist of three to six components, with **More! 2** being the book with the most subtasks followed by **Easy 2** with four parts and **English Step by Step 2** with three parts. Furthermore, the analysis shows that all recordings involve a conversation about a specific topic. **More! 2** provides a group discussion about the choice of a school mascot, **Easy 2** and **English Step by Step 2** both include interviews about animals which either live at the zoo (**English Step by Step 2**) or are kept as pets (**Easy 2**.) All books present pictures of animals in their tasks and incorporated different textual or additional visual stimuli for the learners. In the case of **More! 2** the authors have included lexical frames (i.e. sentence starters) for discussions. Similarly, **English Step by Step 2** has designed two speech bubbles with short example sentences for a dialogue. In contrast, **Easy 2** includes a picture of the expert who is talking in

the interview and added some statements from him about a specific animal. Consequently, the books offer a variety of supporting elements.

Turning to the set of data about specific listening measures, the consecutive table presents results in line with the data collected in the first-grade tasks.

Table 17. *Results: Focus analysis 2nd grade listening*

In depth analysis			
Measures	More! 2	English Step by Step 2	Easy 2
Duration	1:35	2:10	2:59
Overall speech rate? (measured with Speech rate meter)	111wpm 121 wpm articulation rate Speech duration 95 sec 0,42 phrase pauses	108 wpm 125 wpm (articulation rate) Speech duration 113 sec 0,49 phrase pauses	139 wpm 182 articulation rate Speech duration 175 sec 0,83 phrase pause
Who is speaking?	Two main speakers (names unknown) Crowd (background)	Moderator Andrea	Moderator Expert: Malcolm Parrish
Accent?	British	British	British
Background noises?	People who are part of the discussion	Intro music Closing theme	Intro music Closing theme
Examples of elisions or contractions	that's, they're, let's don't	Lions'n tigers	Isn't, it's that's, it's,I'm, didn't, mother's, they're, don't,
Signs of natural conversation patterns (hesitation markers)	"So we should..." "Hmmm", "Uhhm" "Sorry" Clarification "uh-huh"	"So","Really" "Oh", "Hahah"	"So" "Well"

As evident in Table 17 **Easy 2** provides the longest audio file, which also contains the highest speech and articulation rate of the analyzed data. The second longest recording is detected in **English Step by Step 2**, while the shortest is found in **More! 2**. Both share similar speech and articulation rates as well as phrase pauses. Notably, the longest audio includes phrase pauses, which are 50% longer than in the other books. Moreover, except for **More2**, there are two speakers involved. One as an interviewer and the other as the interviewee. In the same manner as in the first-grade books all involved speakers had a British accent and the interviews are framed by intro music and a closing theme. The examination of the elisions and contractions reveals that only one elision was found in **English Step by Step 2**, while several contractions

are found in **More! 2** and **Easy 2**. Lastly, every audio includes signs of natural conversation patterns. Overall, the data indicates that the second-grade tasks offer more comparable results than the first-grade tasks.

Following the description of the general findings, the next table presents the occurrence of the question types and formats in the data set. The teacher's book suggestions, which were not mentioned in the books (B), are indicated with the abbreviation TB.

Table 18. *Results: Task types 2nd grade listening*

Task type	More! 2	Step by Step 2	Easy 2
Open Qs	B		
Matching	B		B
Writing a list			
Single choice		B	
Short answers			
True/false		B	B
Integrated writing			B
Formulating questions			
song			
Gap fill			
Sequencing		B	
Integrated Speaking	B	B	TB
Sentence completion			
Integrated Reading	B		

Note. TB= found in teacher's book; B= found in coursebook

Based on the results in Table 18, seven task types are detected in the second-grade listening comprehension tasks. From the overall set of data, one type, in particular, integrated speaking tasks, is shared across all cases, while open questions and integrated reading activities emerge only in **More! 2**. It is important to note, however, that the integrated speaking activity in **Easy 2** is only apparent in the teacher's guide. Furthermore, **Easy 2** also incorporates a writing task as well as a true/false task format, which is also found in **English Step by Step 2** in combination with a sequencing task after a single choice exercise with a focus on pronunciation. Lastly, **More! 2** incorporates a short reading passage. In summary, these findings suggest that the tasks showed several similar activities.

Considering the earlier findings, a striking pattern is the discovery of matching tasks across all pre-listening stages. For these stages the teachers' guides also include recommendations for the interaction format and the use of additional internet sources (**Easy 2**). These tasks are all considered learning tasks, because they deliver vocabulary and provide an opportunity to

activate prior knowledge. **More! 2** also offers lexical scaffolds, which are important for the main listening activity, while **English Step by Step 2** lays the focus on pronunciation and **Easy 2** on vocabulary. The while-listening phase, on the other hand, reveals a greater variety of tasks such as open questions in **More! 2**, a sequencing and true/false task in **English Step by Step 2** and another matching task in combination with a true/ false activity in **Easy 2**. The tasks from **English Step by Step 2** and **Easy 2** both focus on assessing the skills, but they provide additional ideas for facilitating the listening process in the teacher's book. In contrast, **More! 2** provides open questions, which do not solely rely on assessing the skills, but lets the learners collect information and listen selectively for useful phrases. This kind of task offers a learning aspect, which is present in the coursebook and not just in the teacher's book. Additionally, the data indicate that in the coursebooks from **Helbling Languages** the focus in the post-listening phase lays on speaking activities, whereas the publisher **Veritas** includes a short writing task, which is based on the correction of false statements from the true/ false task. Especially the task found in **More! 2** offers many possibilities for reflection on the speaking and listening skills, which makes it a learning task. **Easy 2** and **English Step by Step 2** focus more on the content of the listening input by letting the learners correct the mistakes (**Easy2**) and speaking with a partner about a trip to the zoo (**English Step by Step 2**). Both tasks do not involve reflection processes about the listening input. Overall, these results indicate that **More! 2** provides the most learning opportunities.

Turning to the results of the deconstruction, the close examination of the activities shows some differences and resemblances in the internal design of the tasks. Firstly, **More! 2** involves the user with its tasks to retrieve vocabulary, decode semantic meaning and express own ideas as well as negotiate them in a discussion. Similarly, in **Easy 2** the first two mental processes are also detected, while in **English Step by Step 2** the focus lays on analyzing the language form and repeating the pronunciation identically, before being asked to express own ideas based on a sample text. Moreover, all books instruct the users to work independently in the while-listening phase, while some indications for a pair or plenum setting are also indicated in the teachers' books. Lastly, the input in the pre- and while phase is mostly based on the coursebooks, except for the additional sources recommended in **Easy's** teacher's guide. However, the post listening phase in **More! 2** and **English Step by Step 2** also requires personal input from the learners by stating their stories and opinions, in contrast to **Easy 2**, which demands the learner to correct false statements. Nevertheless, **Easy's** teacher's guide also offers a more comprehensive writing task, which includes a description of the expert which leaves

some creative space for the students. In summation, based on the number of processes involved and the personal involvement of the learners, the given tasks can be considered significantly more complex than the first-grade tasks.

In order to complete these kinds of tasks, the analysis confirms that the following listening skills need to be employed. The letters TB are used to highlight explicit instructions in the teachers' books, while the letter B indicates that the given instructions in the books could potentially elicit these skills. The letter N indicates that there is no direct instruction of using these skills, but it would be needed for the completion.

Table 19. *Results: Listening strategies 2nd grade*

Listening strategies	More! 2	Step by Step 2	Easy 2
Planning	B	TB	TB
Monitoring	B	TB	TB
Problem solving	B	TB	TB
Evaluation	B	TB	TB
Listen for details	B	B	B
Listen for global understanding	B	B	B
Listen for main ideas	B	N	N
Listen and infer	B	N	N
Listen and predict	B	N	N
Listen selectively	B	B	N

Note. TB= found in teacher's book; B= found in coursebook; N= needed for the completion

From Table 19 it can be seen that ten listening strategies are listed in the set of data. All of them are found to be of importance for the completion of the chosen tasks. Interestingly, the analysis reveals that **More! 2** offers instructions and types of tasks which could potentially elicit all listed listening strategies, while **English Step by Step 2** and **Easy 2** gave guidelines only for listening for global understanding and listening for details in the student's book. Moreover, both coursebook series provide additional recommendations in the teacher's book that could elicit planning, monitoring, problem solving and evaluating. However, they do not include explicit cues for listening for main ideas, listen and infer and listen and predict, although these are expected to be needed while doing the listening task. Listening selectively is found in **More! 2** and **English Step by Step 2**. Consequently, **More! 2** provides the most explicit instructions for strategy use.

As a final point of the results section, the additional didactic propositions in the teachers' books are described. These concern additional input, recommendations for the interaction format as

well as reminders for teachers to highlight specific instructions given in the coursebooks. Generally, all books provide further ideas for the pre-listening stage such as collecting adjectives and discussing the given input in **More! 2** and **Easy 2**. Furthermore, **Easy 2** recommends using online research and YouTube videos in the pre- and while-listening phase, whereas in **English Step by Step 2** the focus lays on explaining pronunciation rules and practicing them in a whole-class setting. Especially in the main listening part of the tasks the books from **Helbling Languages** advocate for playing the recording more often, providing a transcript (**ESBS 2**) and using a plenum or pair setting to compare the results. Lastly, **More! 2** suggests additional activities for the post-listening phase which include a reflection process about the first and second group discussion to highlight the strengths and weaknesses. **English Step by Step 2** points out the encouragement of the students to take notes before the pair work, while **Easy 2** advises the teacher to write the solutions on the board to provide a spell check. These results suggest that the publishers try to enrich the tasks provided in the coursebook and equip the teachers with didactic strategies.

5. Discussion

Following on from the detailed results presented in the previous section, this section is dedicated to highlighting the key findings and interpreting them in the light of the literature review and the context of the research questions which are also shown in Figure 16:

Q1: How are reading and listening comprehensions designed in terms of their task types and formats in Austrian EFL coursebooks for 1st and 2nd grade students?

RQ2: Which pre-/while and post reading and listening tasks are presented?

RQ3: What accompanying information for specific reading and listening tasks is given in the teachers' books?

RQ4: Which pedagogical implications can be drawn from the coursebook analysis?

Figure 16. *Components of the research questions*

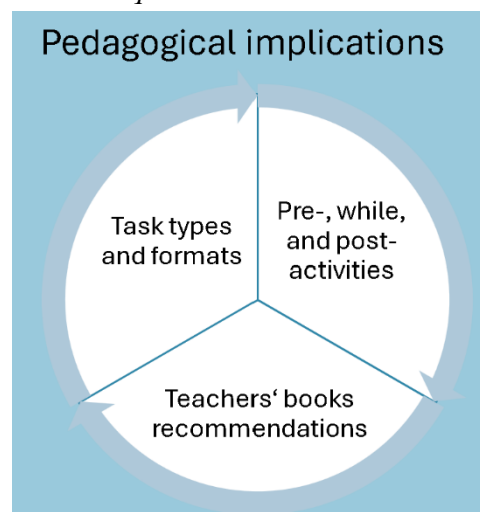


Figure 16 highlights the interrelatedness of the first three research questions in regard to the fourth question, which concerns the pedagogical implications.

The structure of the following section is based on a synthesis of the core results from the reading and listening tasks in regard to the research questions. Therefore, tables are used to summarize the main findings and provide a basis for the reflection of the given data. Since the research questions are all interrelated they will not be addressed separately.

An initial objective of this thesis was to investigate the composition of the reading and listening tasks in the analyzed coursebooks. Generally, the analysis revealed information about the specific task types, the required strategies to fulfill the objectives of them, the number of components and their integration into a pre-, while- and post- framework, the additional recommendations presented in the teachers' books and the pedagogical implications.

Firstly, the task type selection throughout the coursebook series gave information about similarities and differences within the design of the reading and listening comprehension tasks. Table 20 provides a synthesis of the main task type findings across the four textbooks, serving as a reference point for the following discussion.

Table 20. *Synthesis of tasks type results*

Year	Year 1						Year 2					
Skill	Reading			Listening			Reading			Listening		
Book	M	ESBS	E	M	ESBS	E	M	ESBS	E	M	ESBS	E
Open Qs	TB	TB	TB	✓	TB	✓		✓	TB	✓		
Only reading	✓			✓								
Matching		✓				✓			✓	✓		✓
Writing a list			✓									
Single choice	✓				✓	✓					✓	
Short answers	✓		✓	✓								
True/false	✓	✓		✓		✓					✓	✓
Formulating questions			✓									
song							✓					
Gap fill						✓	✓		✓			
Sequencing							✓	✓			✓	
Integrated Speaking								✓	✓	✓	✓	TB
Sentence completion				✓	✓							
Integrated Reading									✓	✓		
Integrated Listening	✓	✓										
Integrated writing		✓			✓	TB						✓

Note. M= More!; ESBS= English Step by Step; E= Easy; TB=teacher's book

Table 20, shows that a significant number of task types, such as open questions, matching, single choice, short answers, true/ false, gap fill, sequencing and sentence completion were detected in the coursebooks, which correspond to task types used for testing reading and listening comprehension as described in chapter 3.6 (see also Richards 2015, 395; 467). As outlined in the results, there was a distinction between assessment and learning tasks. The assessment tasks were mostly found in the while-phase of the reading or listening comprehension tasks and focused on testing the skill without further instructions regarding the use of strategies or reflection about the process involved during the activity. In contrast, the learning tasks were characterized by delivering opportunities for activating prior knowledge, eliciting strategies, using the newly acquired knowledge in a meaningful new context, making the learners aware of their own strengths and weaknesses and ways of improving their

competences. Notably, there were many learning aspects in the pre- and post-stages that addressed some of the given aims i.e. English Step by Step 1 and 2 offered pre-reading and pre-listening tasks that involved making predictions about the content. Easy 1 and 2 also delivered a number of pre-impulse tasks that could evoke already known concepts, while More! often provided guiding questions in the teacher's books to contextualize the tasks. The post-stage tasks were mostly found to deliver activities that involve the content of the listening or reading input and use it in a speaking or writing activity. English Step by Step 1 i.e. provided a writing task after a reading passage which involved the personal opinion of the students. This kind of task is suitable for integrating other skills and critically engaging with the topic; however, it did not involve the students in thinking about their reading skills. Generally, not every task has to be about the reflection of the process, nevertheless, based on the data these sorts of activities are very rare. Only More! 1 and 2 delivered instructions that had the potential to elicit a reflection process. In the first grade reading task, the students were recommended to find evidence in the text for their solutions. In the second grade listening comprehension task, the instruction in the coursebook directly stated that learners should reflect on their post-listening discussion and find potential for improvement before they were asked to repeat a similar debate. Nevertheless, the reflection described was mainly focused on the speaking skills. This leads to the view that the assessment of receptive skills was more prominent in the given coursebooks than the aspect of learning how to read and how to listen, i.e. instruction in learning strategies. This was already criticized thirty years ago in the realm of listening instruction (Sheerin, 1987) and has been taken up by recent researchers, who observed a focus in teaching on learners providing correct answers in listening (Chero, 2023) as well as in reading (Grabe & Stoller, 2020). As a consequence, the question arises whether these task types are primarily incorporated into schoolbooks to mirror typical examination formats and so offer exam preparation, which is also known to be a sales strategy by publishers (Tomlinson, 2008b, p. 7). On the one hand, this approach could be beneficial to familiarize the students with the test formats. On the other hand, the predominant use of such tasks could deprive the coursebook users of learning opportunities, if the coursebooks do not supply any reflective activities before, during and after the "test formats", to make the learners aware of the processes and strategies which could enhance their skills, apart from finding the correct answers. One example for effective reflective tasks in reading could be the use of think aloud scripts (Goh & Vandergrift, 2022, p. 219) as described in section 3.6.1. Another possibility for listening would be the use of a worksheet for the collection of predictions throughout the listening process (Grabe & Stoller, 2020, p. 248)

mentioned in section 3.6.2. The materials analysis of these three school-book series show very few instances of reflective tasks, which are considered helpful for developing competences (see chapter 3 Goh & Vandergrift, 2022; Mokhtari, 2017).

This leads to the implication that teachers need to evaluate the given task types in the coursebooks and provide additional instructions or materials that focus more on supporting learning strategies for receptive skills. As mentioned before, most tasks presented in the books do not provide clear instructions or guidelines on how to approach a reading or listening task. Apart from some indications in the teacher's books, the task design in the while-stage is mostly similar to an exam context, providing no additional questions or activities about the process of finding the answers. This could also imply adapting the tasks to the learners' needs, which is highly recommended by research (McGrath, 2013).

However, apart from the typical test items, the coursebooks or teachers' books also provided meaning-centered tasks that integrated other language skills, such as speaking or writing, which were often found in the post-stage. This task design feature of providing a productive communication oriented post-task after a receptive activity, is suitable with concepts found in CLT and TBLT, which were presented in chapter 2.3 and 2.6 in the literature review. Moreover, **More! 1** and **English Step by Step 1** also integrated recordings into the reading tasks, which could potentially be used to foster the learners' knowledge about the discrepancy of spelled words and their pronunciation (Cunningsworth, 1995, p. 73). Based on Chang (2009) reading while listening can additionally improve perception and word segmentation skills. The prevalence of additional recordings in **More!** and **English Step by Step** was also apparent in the results of the general analysis in section 4.3.1.5 which indicated similar percentages of integrated reading tasks. In contrast, **Easy** focused on additional writing tasks, which was also observed in the analyzed tasks. Therefore, users of **Easy** cannot benefit from reading while listening to a recording, nevertheless, they can foster their linguistic performance in various writing tasks or teachers could compensate for this lack by including more read aloud activities.

Another important finding concerned the distribution of the observed tasks into a pre-, while- and post stage which was also dependent on the sum of task components. Table 21 provides a synthesis of the number of task elements presented in the books.

Table 21. *Synthesis: Number of task components in 1st and 2nd grade books*

	More!	English Step by Step	Easy
1 st grade reading	3	4	3

2 nd grade reading	2	3	3
1 st grade listening	3	3	5
2 nd grade listening	6	4	4

The results displayed in Table 21 show that **English Step by Step 1** offered the most task elements in the first-grade reading comprehensions. **More! 2** offered the most task items for second-grade listening but presented only two task components in second-grade reading. Additionally, **Easy 2** provided the most elements in first-grade listening. This information became of particular interest in the relation to the division of these components into the pre-, while-, post- task structure, since it highlighted that not every coursebook included pre- and post-task in the students' books, which are supposed to be beneficial for guiding reading (Grabe & Stoller, 2020; Grabe & Yamashita, 2022) and listening processes (Goh & Vandergrift, 2022). While English Step by Step 1 & 2 as well as Easy 1& 2 always included pre- and post-tasks, More! 1 and 2 did not include one in the reading comprehension tasks apart from guiding questions in the teacher's books, which not all teachers might use. Additionally, there was no post-task in the second grade reading comprehension, which means that there is no deeper engagement with the content.

Additionally, the results of this coursebook analysis revealed that open guiding questions, which were mostly found in teachers' books, were predominantly used in the pre-stages throughout the data set. These kinds of questions tend to be used for activating prior knowledge, eliciting predictions and contextualizing as outlined in section 4.6 in the literature review. Additionally, matching, single choice, integrated speaking or writing activities were detected, which could also benefit the preparation for reading and listening tasks. Surprisingly, **More!** apart from providing open guiding questions in the teacher's book, only included pre-tasks in the listening comprehension tasks. However, the first-grade listening task solely consisted of a song, which did not supply specific guidance for the following listening task. In contrast, **English Step by Step** and **Easy** always provided pre-tasks.

The majority of the detected tasks focused on topic related vocabulary, while **English Step by Step 2** also included a single-choice task, which asked learners to predict the genre of the given reading passage. This use of textual awareness is also known to be used by skilled readers (Grabe & Stoller, 2020). Moreover, **Easy's** teachers' books offered a significant amount of pre-reading and -listening tasks including online sources, writing and speaking tasks. However, although the coursebooks offered many recommendations in the teachers' guides, none of them included explicit strategy instructions such as reflecting on what might be potentially

challenging and what kind of skills would be needed to successfully complete the following tasks. Therefore, teachers who are using coursebooks, might need to evaluate the given pre-tasks and consult the teachers' books before using them in the classroom to enhance the effectiveness of preparing students for a receptive skills task. Additionally, instructors need to be aware that most activities which have the potential to elicit prior knowledge are often only stated in the teachers' guides, which might affect open learning formats that are based on autonomous usage of the coursebooks.

Secondly, the while-phase was found to include the most task types related to testing the skills as mentioned above. These included single choice, short answers, true/ false formats, open questions, sentence completion, matching, sequencing and gap fill- tasks. Notably, all listening tasks were instructed to be heard twice as also recommended by research (Field, 2002; Goh & Vandergrift, 2022). Additionally, all teachers' books suggested comparing the answers in pairs before doing so in a plenary setting, which might improve metacognitive strategies such as monitoring comprehension and problem solving, which can be beneficial for actively improving listening processes (Goh & Vandergrift, 2022). Notably, **More! 2** provided a listening task that asked precise questions about the main ideas and language choices in the given input, which lay the foundation for a meaningful discussion in the post-task. This design, in contrast to the other analyzed formats, seemed to have the potential to elicit the highest number of listening skills, such as listening for main ideas, listening for details and listening selectively (Goh & Vandergrift, 2022). Moreover, through the guidelines of taking notes and sharing them with a partner the metacognitive skills were also targeted and the given input delivered a number of strategic phrases for conducting a debate, which implies that the newly acquired language could be used for decision making or opinion exchange tasks (Richards & Rodgers, 2014).

In regard to the reading tasks, the results indicated that all coursebooks provided instructions which have the potential to elicit skimming and scanning for information, while the teachers' books showed evidence of additional recommendations which included the interaction format as well as ways of guiding learners while reading. These included discussing the implications of graded task formats (**More! 1&2**), which become progressively more challenging. Using such tasks is known to be beneficial for heterogenous classrooms (Kelly, 2020; Robinson, 2011) and could also be used to implement metacognitive processes such as planning, monitoring and evaluating if teachers let learners reflect on what kind of information needs to be found that could foster the independent strategy use, which characterizes skilled readers (Grabe &

Yamashita, 2022). Additionally, the provision of lexical scaffolds by asking about specific forms of words or explaining metaphors (**Easy 1&2**) could also enhance textual awareness and reading comprehension in line with research (Hedgcock & Ferris, 2018). Another important finding was that **English Step by Step 1&2** showed instructions for letting students write down or draw predictions and verifying them while reading, as well as explicitly asking them to skim the text for clues, which was also described as a beneficial strategy in section 3.6.2 (Hedgcock & Ferris, 2018). Nevertheless, all these more or less direct instructions were missing in the coursebooks and only found in the teachers' guides.

As a result, the coursebooks themselves offered very little explicit strategy instruction within the while-phase, while the teachers' books supplied some researched backed ideas to enhance the given task formats. However, most given tasks could still be used to promote learners' listening and reading skills if teachers guide them through the processes by consulting the teachers' guides and introducing additional suitable strategies, which would be needed for the completion, but are not mentioned at all as described in the results section. Therefore, it can be beneficial to deconstruct the elements of the given activities to evaluate their aims and their possible effects on the target group. This might also entail changing or expanding the task format by including more tasks that involve learners in making predictions and revising their assumptions based on metacognitive instruction (Goh & Vandergrift, 2022) to shift the focus from the outcome (correct/ incorrect) to the process (how can I find the answer), which could also involve using think-aloud scripts and metalinguistic awareness raising activities (Grabe & Stoller, 2020) as described in section 2.6.

Lastly, the data revealed that the post-stage involved text production, speaking tasks, matching, integrated reading while listening and an integrated writing task. Interestingly, the reading tasks offered primarily listening or writing post-tasks, whereas the listening comprehension tasks revealed an emphasis on speaking post-tasks. Although these task designs are based on a communicative approach as mentioned in the teachers' books, they could potentially overpower the focus on listening or on reading, by using the content solely as a source for vocabulary or contextualization (Goh & Vandergrift, 2022, p. 9). This claim was confirmed by many of the analyzed tasks, since they did not provide reflective or evaluative activities about the reading or listening process and emphasized the production skills, especially the 2nd grade listening tasks. Notably, the presented tasks did involve instructions which included reflecting on speaking and writing processes, which showed their potential for enhancing the productive skills, while deprioritizing the receptive skills. Nevertheless, the first-grade tasks involved some

degree of reacting to the input and involving additional strategies such as finding evidence for answers (**More! 1**), forming questions about the input text (**Easy 1**), or summarizing the input (**English Step by Step 1**). Additionally, the reading tasks by **English Step by Step** provided meaningful writing tasks that also promoted textual awareness and genre specific knowledge (**English Step by Step 1**) as well as making recommendations based on the acquired knowledge (**English Step by Step 2**). These outcomes reflected some recommended activities described in the literature review, however, similar to the pre, and while-stage tasks, the reflection processes about own listening and reading skills and specific lexical or aural features of the given input were mostly not detected.

Consequently, the coursebooks offered a variety of meaning-focused tasks, which can be beneficial for fostering productive skills. Therefore, the pedagogical implications include that teachers need to decide which aims they have for a reading or listening comprehension task and verify if the coursebooks offer materials which can fulfill these objectives. If teachers want to put the focus on the receptive skills, they might need to adapt the given activities and incorporate ideas which go beyond the suggestions of the teachers' books since although they provided recommendations about the interaction format, a number of strategy eliciting instructions as well as additional ideas for differentiating, they also lacked input on engaging on a deeper level with receptive skills tasks and providing opportunities for learners to explore and train their abilities instead of primarily testing the performance. These findings further support the importance of providing more explicit reading (Grabe & Stoller, 2020; Grabe & Yamashita, 2022) and listening instruction (Goh & Vandergrift, 2022) in coursebooks and their teachers' guides. Moreover, since even brand-new textbooks do not seem to offer enough evidence-based instruction techniques and reflection activities to enhance receptive skills, teacher training about material design and its pedagogical implications needs to be implemented to ensure that instructors can adapt materials professionally and become skilled in preparing and choosing effective teaching materials.

6. Conclusion

In conclusion, this coursebook analysis was conducted to compare the design of receptive comprehension tasks in three Austrian EFL coursebooks. The investigation of six reading and six listening skills tasks throughout first- and second-grade textbooks has shown some similarities and differences in the task type selection, the structure of the presented tasks, the strategy instruction as well as the teacher's book recommendations, which led to several pedagogical implications.

Helbling Languages (More! & English Step by Step) and **Veritas (Easy)** both included a number of common assessment tasks, which are also known to be used in testing settings. Nevertheless, they also shared the integration of meaning focused tasks which often involved productive skills, especially in **English Step by Step** and **Easy**. In regard to the skills composition, the data revealed that **More!** and **English Step by Step** offered significantly more listening content in the form reading while listening tasks, in contrast, **Easy** was found to deliver more writing tasks, which implied that teachers need to know where they want to place their emphasis and which book therefore provides the most suitable content. In case of strategy instruction, the coursebook series **English Step by Step** offered the most effective pre-tasks throughout the data set and also included a number of meaningful post-tasks. Although it is primarily used in MS contexts it could definitely be a good alternative to the new version of **More!** which replaced the enriched course version from **Helbling Languages**. If teachers are looking for more creative and interactive impulse tasks **Easy** offered the highest number in their teacher's guide and also provides additional writing prompts, while **More!** offers more instructions for reflection post-tasks.

Moreover, the analysis of the pre-, while- and post-stage revealed that **More!** repeatedly lacked pre-set tasks within the coursebooks, especially in the reading comprehension tasks, while the other series did include some tasks formats in this stage, but also included the instructions which could potentially elicit the most prior knowledge only in their teacher's book. Generally, especially **Easy** followed by **English Step by Step** offered a significant variety of pre-tasks in the teachers' guides. This observation, however, led to the conclusion that there is a decrease in efficiency in self-study settings, since students do not have access to the teacher's book comments, if their instructors do not provide them with these.

Another insight was the observed absence of reflection tasks, which could guide students through their reading and listening process. Apart from a small number of remarks in the

teachers' books, which if included in most cases focused more on the productive skills in the post-stage, none of the analyzed tasks showed many signs of reflective work. These outcomes suggest that teachers are required to compensate for this lack if they want to incorporate evidence-based techniques such as metacognitive instruction in their classrooms. Consequently, the need for teacher training arises to qualify instructors to evaluate and adapt materials to their learners' needs.

In line with this shortcoming of reflective work the analysis also revealed that the coursebooks did not include many explicit strategy instructions within the coursebooks, apart from some pre-tasks, which implicitly asked the learners to apply certain strategies without explaining why they are useful. Therefore, the pedagogical implications are also related to the teachers' ability to provide additional materials or instructions which could deliver more strategy instructions for their students to enhance their receptive skills.

Lastly, as mentioned before, the teachers' guides incorporated a number of additional instructions in all coursebook series. Other similarities concerned the recommendations for interaction formats in specific stages of the tasks as well as remarks on how often to play a recording, when to ask guiding questions or when to revise the implications of a task format. In particular, **English Step by Step** and **Easy** also offered ideas on how to heighten or decrease the difficulty of some tasks to adapt the activities for different groups, which was found to be a useful tool. Nevertheless, although these guides offered a variety of additional recommendations and explained how some tasks are supposed to be conducted, they did not include enough input for teachers on aspects such as reflection of receptive skills processes and suitable strategy introduction.

As a result, this coursebook analysis revealed that coursebooks can be beneficial sources for reading and listening comprehension activities; nevertheless, each series had its strengths and weaknesses, and all of the analyzed books provided tasks might need some adaptations or additional instructions to enhance their efficiency based on research. Therefore, the major role of teachers in selecting and modifying materials for their classrooms was highlighted.

Finally, some limitations need to be considered. Firstly, the analysis was conducted in a pre-use setting, which implies that the findings could not reflect the effects of the materials on a real group of learners. However, the expected use of the materials based on the given input in the coursebook series could still be useful for teachers to gain further insights into the materials design. Secondly, due to the amount of collected data, the task selection was reduced to a small

number, which might not represent all aspects of receptive tasks delivered in the coursebook series. Consequently, a future project could address these issues and analyze a greater number of tasks and test their effectiveness within an in-use setting. Another possibility would be to investigate how teachers are using coursebooks in the classroom and if they are adapting the materials or if they are adhering to the given instructions within the books and the teachers' guides.

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8. Appendix

8.1 General analysis 1st grade

Table 22. *General Analysis 1st grade (Appendix)*

Category	More! 1	English Step by Step 1	Easy 1
General information			
Author(s)	Puchta , Herbert Holzmann , Christian Lewis-Jones , Peter Biggs , Gavin Jory , Chris	Puchta , Herbert Holzmann , Christian Lewis-Jones , Peter Biggs , Gavin Jory , Chris	Banick , Teresa Preedy , Ingrid
Publisher	Helbling Languages	Helbling Languages	Veritas
Date of accreditation for use	01.03.2023	16.02.2023	11.01.2023
ISBN	978-3-7114-0000-0	978-3-7114-0065-9	978-3-7101-4441-7
Physical characteristics			
Coursebook package	Student's Book Workbook	Student's Book Workbook	Easy book, Easy pad, Easy Vocab and sounds
Number of books in coursebook package	2	2	3
Cost	SB 11,89€ (Buch + E-Book) WB 7,20€ (Buch + E-Book)	SB 11,89€ (Buch + E-Book) WB 7,20€ (Buch + E-Book)	17,68€ (Bücher + E-Book)
Kind of book	Student's Book	Student's Book	Easy book
Format (e.g., paperback, hardcover)	Softcover – portrait format 210 x 280 x 7mm	Softcover - portrait format 210 x 297 x 9,7mm	Paperback – landscape 210 x 297 x 8mm
Number of pages	148	160	172
Kind of book	Workbook	Workbook	Easy pad
Format (e.g., paperback, hardcover)	Softcover – portrait format 210 x 297 x 9mm	Softcover – portrait format 210 x 297 x 8mm	Paperback – portrait f. 210 x 297 5 mm

Number of pages	140	148	98
Kind of book Format (e.g., paperback, hardcover)	-	-	Easy vocab and sounds Paperback – portrait f. 210 x 297x2mm
Number of pages			50
Total number of pages	288	308	320
Content/ organization overview			
CEFR level Syllabus	Pre-A1 - A1 2023	Pre-A1 - A1 2023	A1 2023
Number of Units	15	12	15 + 1 (extra)
Supplementary materials (e.g., appendices, references)	Grammar section p122-128 Classroom language p129 English sounds p130 Wordlist p131-148	Grammar rules, raps, revision p128-145 Classroom language p146 English sounds p147 Wordlist p148-159	Expressions for instructions in the easy book p170
Additional resources	E-Book (+) (digi4school) Helbling e-zone Test-Training Grammar Practice Skills Training – Listening 1 Holiday Book Teacher's book Test builder Digital Toolbox	E-Book (+) (digi4school) Helbling e-zone Test-Training Skills Training – Listening 1 Teacher's book Test builder Digital Toolbox	Book (skook & digi4school) Veritas Mediathek App Interaktive Übungen (PLUS-Modul) 1 Student's Kit Gratismaterial Teacher's Guide Tasks for testing Extra practice
Pedagogical features & design			
General learning objectives & Pedagogical design	<u>Communicative approach</u> - Task oriented - Skills-, project based - Culture oriented - Indiv./ collab. work <u>Individualization</u> Skills options	<u>Communicative approach</u> - Task oriented - Skills-, project based - Culture oriented - Indiv./ collab. work <u>Individualization</u> Skills options	<u>Communicative approach</u> - Story driven (recurring main characters) - Task oriented - Skills based, project based (portfolio)

	- Advanced reading - Graphic story - Project based - Choices for students - Graded tasks <u>My personal learning track</u> - Learncoaching - Scaffolding - Integrated assessment for learning - List of objectives at the beginning of each unit - Can do statements <u>Interdisciplinary topics</u> (4 Vlogs) - Education & jobs - Economy - Entrepreneurship - Media - Politics “Our young world” 4 episodes Developing competences in: Listening Speaking - Monologic - dialogic	- Advanced reading - Graphic story - Project based - A or B - Graded tasks My personal learning track - Learncoaching - Scaffolding - Integrated assessment for learning - List of objectives at the beginning of each unit - Can do statements <u>“Advance organising”</u> - Activation prior knowledge - Activation schemata - Increased interest - Photo story - Steps to Grammar 1+2 (inductive) - Integrative skills work - Listening & Speaking - Reading & writing Developing competences in: Listening Speaking	- Culture oriented - Indiv./ collab. work <u>Individualization</u> - Scaffolding - Visual stimuli - Micro learning units - Progressive learning path - Autonomous learning (My Task – repetition tasks) <u>Check what you know</u> - Repetition of targeted skills at the end of the unit in Easy pad - Can do statements <u>Micro learning units</u> - Activation of prior knowledge - Narrative anchor <u>Interdisciplinary topics</u> - Media - (Public) transportation - Politics - Education & jobs - Economy - Entrepreneurship -
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	Reading Writing <u>Integrative Skills work</u> - Digital learning Gaining knowledge: <u>Vocabulary/ Fluency</u> Chunks of language - dialogue work - The Twins (6 episodes) - Story of the stones (6 episodes) - Everyday English <u>Grammar</u> - Contextualized - Inductive work possible - Grammar videos - Trained through receptive tasks (first) and communicative tasks <u>Pronunciation</u> - Songs - Sketches - Chants - Dialogue karaoke - Sounds right (drills)	- monologic - dialogic Reading Writing <u>Integrative skills work</u> - Listening & speaking - Reading & writing Digital learning Gaining knowledge: <u>Vocabulary/ fluency</u> Vocabulary trainer High frequency chunks of language - “The secret spring” – (6 episodes) - “The after school club” (12 episodes) <u>Grammar</u> - Contextualized - inductive parts (Steps to grammar 1&2) - based on photo story - Grammar raps - Language box - Trained through receptive and communicative tasks <u>Pronunciation</u> - Songs - sketches	Developing competences in: Listening Speaking - monologic - dialogic Reading Writing Digital learning Gaining knowledge: <u>Vocabulary/ fluency</u> Lexical approach - authentic and idiomatic com. - Contextualized chunks of language - Pictures, speech bubbles, dialogues - 17 vocabulary flashcard sets + audio <u>Grammar</u> - Contextualized - Inductive parts – guided discovery - Grammar transfer - Trained through receptive and communicative tasks <u>Pronunciation</u> - Songs
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	More! Teacher's Book 1 (2023, pp. 4–16)	- Sounds right (drills) English Step by Step Teacher's Book 1 (2023, pp. 3–15)	- Chants - Phonetic transcription Easy Teacher's Guide 1 (2023, pp. 6–15)
Whole book task observation	Student's Book	Student's Book	Easy book
Number of listening activities	122	158	58
Audio-visual content	50	52	2
total	122 + 50 = 172	158 + 52 = 210	58 + 2 = 60
<u>Skill focus listening</u>	117	176	58
• Listening comprehension tasks ○ Tasks which have clear while listening activities • If the instructions mention listening first ○ Watch the video ○ Listen and write/ read/sing/ repeat/ answer • Songs, pronunciation drills			
<u>Integrated tasks</u>	55	34	2
• The listening task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. SP, RC, WR) • The instructions mention listening last ○ Listen and check ○ E.g. if a task has more than one component a); b); c)			
Number of speaking activities	89	131	144

<u>Skill focus speaking</u> • If students need to do a monologue or dialogue • More! and SBS indicate these tasks with symbols (a person/ two people with speech bubbles) • Easy 1 does not offer symbols ○ “Talk to a partner” ○ “Now tell the rest of the class...” ○ If the main focus is on speaking	56	59	55
<u>Integrated tasks</u> • The speaking task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. LC, RC, WR) • Think and say → not mentioned first • Say sentences with... (repetitive phrases) • Ask and answer (very short scripted Qs) • Close the book and remember	33	72	89
Number of reading activities	147	222	239
<u>Skill focus reading</u> • Reading comprehension task ○ While activity based on a text, which was read before • The instructions mention reading first	39	81	73
<u>Integrated tasks</u> • The reading task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. LC, SP, WR) • Songs (S are reading while singing)	108	141	166

• Listen and repeat (S are reading while listening) • Reading after listening • In pairs read out the dialogue/ practice the dialogue			
Number of writing activities	120	142	312
Skill focus writing • The heading says WRITING (More!) Reading and Writing (SBS) • The activity is about writing a text ○ Draw a picture and write about it ○ Look and write a text for/ about you ○ Write your own dialogue ○ S need to write at least three sentences, which are not part of a reading or listening comprehension	21	26	61
Integrated tasks • The writing task could be part of the pre-, while, or post-task, but is not the main focus of the activity (e.g. LC, SP, RC) • Write the missing names/... • Complete the sentences • Fill in the words • How many of these tasks can you do? This often includes answering questions and is part of a RC or LC *Writing numbers (1,2,3...) or ticking the correct answer is not considered writing)	99	110	251

Digital and online resources			
Availability of online components	Helbling e-zone (administered by teacher) EBook on Digi4School	Helbling e-zone (administered by teacher) EBook on Digi4School	Easy Learn App Veritas Mediathek App EBook on Digi4School
Integration with textbook	Icons indicating online content	Icons indicating online content	Icons indicating online content

8.2 General analysis 2nd grade

Table 23. *General Analysis 2nd grade (Appendix)*

Category	More! 2	English Step by Step 2	Easy 2
General information			
Author(s)	Puchta , Herbert Holzmann , Christian Lewis-Jones , Peter Jory , Chris	Puchta , Herbert Holzmann , Christian Lewis-Jones , Peter Jory , Chris	Banick , Teresa Klose , Christine Preedy , Ingrid
Publisher	Helbling Languages	Helbling Languages	Veritas
Date of accreditation for use	01.02.2024	01.02.2024	29.01.2024
ISBN	978-3-7114-0021-5	978-3-7114-0086-4	978-3-7101-6072-1
Physical characteristics			
Coursebook package	Student's Book Workbook	Student's Book Workbook	Easy book, Easy pad, Easy Vocab and sounds
Number of books in coursebook package	2	2	3
Cost	SB 11,89€ (Buch + E-Book) WB 7,20€ (Buch + E-Book)	SB 12,10€ (Buch + E-Book) WB 7,20€ (Buch + E-Book)	17,68€ (Bücher + E-Book)
Kind of book	Student's Book	Student's Book	Easy book
Format (e.g., paperback, hardcover)	Softcover – portrait format 210 x 280 x 7mm	Softcover - portrait format 210 x 297 x 9,9mm	Paperback – landscape 210 x 297 x 8mm
Number of pages	148	172	
Kind of book	Workbook	Workbook	Easy pad
Format (e.g., paperback, hardcover)	Softcover – portrait format 210 x 297 x 9mm	Softcover – portrait format 210 x 297 x 8mm	Paperback – portrait f. 210 x 297 x ?mm
Number of pages	140	148	98
Kind of book	-	-	Easy vocab and sounds
Format (e.g., paperback, hardcover)			Paperback – portrait f. 210 x 297 x ?mm

Number of pages			50
Total number of pages	288	320	312
Content/ organization overview			
CEFR level	A1-A1+	A1-A1+	A1-A2
Syllabus	2023	2023	2023
Number of Units	15	12	15 + 1 (extra)
Supplementary materials (e.g., appendices, references)	Grammar section p122-134 Classroom language p135 English sounds p136 Wordlist p137-156	Grammar rules, raps, revision p128-151 Classroom language p152 English sounds p153 Wordlist p154-172	Expressions for instructions in the easy book p166-167 Overview: how-tos (e.g. letter, blog post) p168
Additional resources	E-Book (+) (digi4school) Helbling e-zone Test-Training Grammar Practice Skills Training – Listening Holiday Book Teacher’s book Test builder Digitale Toolbox	E-Book (+) (digi4school) Helbling e-zone Test-Training Skills Training – Listening Teacher’s book Test builder Digitale Toolbox	Book (skook & digi4school) Veritas Mediathek App Interaktive Übungen (PLUS-Modul) 1 Student’s Kit Gratismaterial Teacher’s Guide Tasks for testing Extra practice
Pedagogical features & design			
	<u>Communicative approach</u> - Task oriented - Skills-, project based - Culture oriented - Individ./ collab. work <u>Individualization</u> Skills options - Advanced reading	<u>Communicative approach</u> - Task oriented - Skills-, project based - Culture oriented - Individ./ collab. work <u>Individualization</u> Skills options - Advanced reading - Graphic story - Project based	<u>Communicative approach</u> - Story driven (recurring main characters) - Task oriented - Skills based, project based (portfolio) - Culture oriented

	- Graphic story - Project based - Choices for students - Graded tasks <u>My personal learning track</u> - Learncoaching - Scaffolding - Integrated assessment for learning - List of objectives at the beginning of each unit - Can do statements <u>Interdisciplinary topics (4 Vlogs)</u> - Education & jobs - Economy - Entrepreneurship - Media - Politics “Our young world” 4 episodes Developing competences in: Listening Speaking - Monologic - dialogic	- A or B - Graded tasks - Blended learning <u>My personal learning track</u> - Learncoaching - Scaffolding - Integrated assessment for learning - List of objectives at the beginning of each unit - Can do statements <u>“Advance organising”</u> - Activation prior knowledge - Activation schemata - Increased interest - Photo story - Steps to Grammar 1+2 (inductive) - Integrative skills work - Listening & Speaking - Reading & writing Developing competences in: Listening Speaking - monologic - dialogic Reading Writing <u>Integrative skills work</u> - Listening & speaking - Reading & writing	- Indiv./ collab. work <u>Individualization</u> - Scaffolding - Visual stimuli - Micro learning units - Progressive learning path - Autonomous learning (My Task – repetition tasks) <u>Check what you know</u> - Repetition of targeted skills at the end of the unit in Easy pad - Can do statements <u>Micro learning units</u> - Activation of prior knowledge - Narrative anchor <u>Interdisciplinary topics</u> - Media - (Public) transportation - Politics
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	Reading Writing <u>Integrative Skills work</u> - Digital learning Gaining knowledge: <u>Vocabulary/ Fluency</u> Chunks of language - dialogue work - The Twins (6 episodes) - Story of the stones (6 episodes) - Everyday English <u>Grammar</u> - Contextualized - Inductive work possible - Grammar videos - Trained through receptive tasks (first) and communicative tasks <u>Pronunciation</u> - Songs - Sketches - Chants - Dialogue karaoke - Sounds right (drills)	Digital learning Gaining knowledge: <u>Vocabulary/ fluency</u> Vocabulary trainer High frequency chunks of language - “The secret spring” – (6 episodes) - “The after school club” (12 episodes) <u>Grammar</u> - Contextualized - inductive parts (Steps to grammar 1&2) - based on photo story - Grammar raps - Language box - Trained through receptive and communicative tasks <u>Pronunciation</u> - Songs - sketches - Sounds right (drills) English Step by Step 2 Teacher’s Book (2024, pp. 3–15)	- Education & jobs - Economy - Entrepreneurship - Developing competences in: Listening Speaking - monologic - dialogic Reading Writing Digital learning Gaining knowledge: <u>Vocabulary/ fluency</u> Lexical approach - authentic and idiomatic com. - Contextualized chunks of language - Pictures, speech bubbles, dialogues - 18 flashcard sets + audio <u>Grammar</u> - Contextualized
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	More! Teacher's Book 2 (2024c, pp. 4–16)		- Inductive parts – guided discovery - Grammar transfer - Trained through receptive and communicative tasks <u>Pronunciation</u> - Songs - Chants - Phonetic transcription Easy Teacher's Guide 2 (2024, pp. 6–15)
Whole book	Student's Book	Student's Book	Easy book
Number of listening activities	83	147	45
Audio-visual content	58	58	0
total	141	205	45
<u>Skill focus listening</u> • Listening comprehension tasks ○ Tasks which have clear while listening activities • If the instructions mention listening first ○ Watch the video ○ Listen and write/ read/sing/ repeat/ answer • Songs, pronunciation drills	92	170	41

<u>Integrated tasks</u> • The listening task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. SP, RC, WR) • The instructions mention listening last ○ Listen and check E.g. if a task has more than one component a); b); c)	49	35	4
Number of speaking activities	81	165	172
<u>Skill focus speaking</u> • If students need to do a monologue or dialogue • More! and SBS indicate these tasks with symbols (a person/ two people with speech bubbles) • Easy 1 does not offer symbols ○ “Talk to a partner” ○ “Now tell the rest of the class...” ○ If the main focus is on speaking	65	101	67
<u>Integrated tasks</u> • The speaking task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. LC, RC, WR) • Think and say → not mentioned first • Say sentences with... (repetitive phrases) • Ask and answer (very short scripted Qs) • Close the book and remember	16	64	105
Number of reading activities	187	246	277

Skill focus reading • Reading comprehension task ○ While activity based on a text, which was read before • The instructions mention reading first	68	95	88
Integrated tasks • The reading task could be part of the pre- or post-task, but is not the main focus of the activity (e.g. LC, SP, WR) • Songs (S are reading while singing) • Listen and repeat (S are reading while listening) • Reading after listening • In pairs read out the dialogue/ practice the dialogue	119	151	189
Number of writing activities	124	187	329

Skill focus writing • The headline says WRITING (More!) Reading and Writing (SBS) • The activity is about writing a text ○ Draw a picture and write about it ○ Look and write a text for/ about you ○ Write your own dialogue ○ S need to write at least three sentences, which are not part of a reading or listening comprehension	21	33	65
Integrated tasks • The writing task could be part of the pre-, while, or post-task, but is not the main focus of the activity (e.g. LC, SP, RC) • Write the missing names/... • Complete the sentences • Fill in the words • How many of these tasks can you do? This often includes answering questions and is part of a RC or LC *Writing numbers (1,2,3...) or ticking the correct answer is not considered writing	103	154	264
Digital and online resources			
Availability of online components	Helbling e-zone (administered by teacher) EBook on Digi4School	Helbling e-zone (administered by teacher) EBook on Digi4School	Easy Learn App Veritas Mediathek App EBook on Digi4School
	Icons indicating online content	Icons indicating online content	Icons indicating online content

8.3 Focus analysis 1st grade RC

Table 24. *RC Focus Analysis 1st grade (Appendix)*

Category	Element	More! 1	English Step by Step 1	Easy 1
Task Description	Type of Receptive Task (LC/ RC)	Reading Comprehension	Reading comprehension	Reading Comprehension
<u>Unit/ Chapter</u>	What is the context of the unit?	U10 “In a shop” The unit is about communication in shops, prices, demonstrative pronouns (this/ that & these/those)	U9 “Shopping” The unit is about communication in shops, prices, demonstrative pronouns and the use of the present continuous	Unit 12 “My shopping list” The unit is about communication in different kinds of shops, prices and demonstrative pronouns
	What is the context of the task	The task is based on a short story about a horse in a shop.	The task is based on a poster about ways to decrease pollution.	The task is based on a short story, which is set in a supermarket
	What is the title/ heading of the task?	“The horse in the shop”	“Think before you shop”	“My shopping list”
<u>Layout</u>	How many components does the task have?	3 SBp 78/ 6-8	4 SBp 96/1-3	3 Bp122-123/1a-c
	- Are there any pictures or additional content? - Core element (the task depends on the visual)	The title is written in an orange cloud <u>Supportive:</u> The given picture helps the students to visualize the scene	The title and main message of the poster is written in bold blue letters <u>Supportive:</u>	The title is written in blue bold letters in the left upper corner (landscape format) <u>Supportive:</u>

	○ Supportive (the visual supports the understanding) ○ Design element (the visual does not have practical implications)	(horse in the shop) and includes mentioned numbers and prices of the text. <u>Design:</u> The text is divided into two boxes, covering two-thirds of the page, while the comprehension task is presented in a separate box at the bottom of the page.	The images on the poster visually represent key aspects of the content and align with the overall message. <u>Design:</u> The main text is centered, and the lower part of the poster contains four columns, each featuring a brief description and a representative image.	There are three columns with pictures and text, which provide the context of the dialogue (supermarket) and present the main characters as well as key scenes. Moreover, there are images of products with labels and prices below the text. <u>Design:</u> A whole page is dedicated to the reading passage while the comprehension tasks are on the left-hand side of the next page.
<u>Skill Focus</u>	● Is the text/ recording used to introduce new language items (grammar and/ or vocabulary)	Topical vocabulary is being practiced (numbers)	Topical vocabulary is being practiced	Topical vocabulary and forming related questions are being practiced
	● Is the type of learning inductive or deductive?	No indication	No indication	No indication
	Text/Audio type (dialogue, monologue...)	Story	Informative poster	Dialogue

Focus reading	In depth analysis			
	• Word count	290	73	163
	• Sentence count	37	15	25
	• Token count	282	73	164
	• Type count	130	47	89
	• Type/ token ratio	0,46	0,64	0,54
	• Flesch Reading Ease	94,10 (A1)	90,64 (A1)	97,24 (A1)
	• Flesch-Kincaid Grade	1,84 (A1)	1,83 (A1)	1,39 (A1)
	• Gunning Fog index	5,05 (A1)	5,23 (A1)	3,47 (A1)
Focus listening	In depth analysis			
	• Duration	-	-	-
	• Overall speech rate? (measured with Speech rate meter)	-	-	-
	• Who is speaking?	-	-	-
	• Accent?	-	-	-
	• Background noises?	-	-	-
	• Examples of blends or reductions	-	-	-
	• Signs of natural conversation patterns (hesitation markers)	-	-	-
<u>Appropriacy of the content</u>	• Does the content match the expected A1 CEFR level? (textinspector)	VOCD 55,89 MTLD 36,47 A1+	VOCD 37,33 MTLD 36,43 A1	VOCD 64, 21 MTLD 47,64 A2
Task Objectives	Which objectives are stated in the unit and should be fulfilled in this task?	S know the numbers 25-1000 S know what to say when shopping	S can find and understand information in a leaflet	S can understand shopping dialogues and point at the chosen articles

		S can understand a story in a shop		
Pre-Task Activities				
<u>Given instruction:</u> The recommendations from the teachers' books and their impact on the tasks are indicated in italics.		"Read the story." <i>TB: Guiding Questions about the given picture. Pre-teaching/ rehearsal of vocabulary</i>	"Look at the photos. Where can you see: our world, waste, the ocean, presents, plastic, packaging, a torch, rechargeable batteries?" <i>TB: Guiding Questions: Pollution problems in the ocean? Implications of plastic pollution?</i>	"Read what Freddy and his mother say and write a shopping list for them." <i>TB: a variety of pre-impulse tasks: Shopping habits? What? Where? Who? Categorization of products</i>
<u>Task format/ question types:</u>		Only reading <i>Open questions</i>	<i>Open questions</i> Matching	<i>Open questions</i> Matching Writing a list
<u>What is the learner expected to do?</u>	What is the learner's discourse role?	<i>Initiate</i> Not required (only reading)	<i>Initiate</i>	<i>Initiate</i> Not required (only reading)
	What does the learner focus on?	Meaning	Meaning/ system /form relationship	Meaning
	What mental processes are involved?	<i>Retrieve from LTM (recall vocabulary)</i> Decode semantic meaning	Retrieve from LTM (recall vocabulary)	<i>Retrieve from STM & LTM (recall old/ new vocab)</i> Decode semantic meaning Select information

<u>Who with?</u>	Learner-teacher? Learner -learner? Whole class?	<i>Teacher and learner(s), whole class observing (some answer the question in the plenary setting)</i> Learners individually simultaneously (reading)	<i>Teacher and learner(s), whole class observing (some answer the question in the plenary setting)</i> Learners individually simultaneously (reading)	<i>Teacher and learner(s), whole class observing (some answer the question in the plenary setting)</i> Learners individually simultaneously
<u>With what content?</u>	Form of input? (graphic, written, aural)	Graphic Extended discourse written (text)	Words Graphic (images)	Graphic Extended discourse: written
	Source of the input? (book, teacher, learners)	Materials (coursebook, graphic story) <i>Teacher, Learner (observations)</i>	Materials (coursebook and subject related objects e.g plastic bag)	Materials (coursebook) <i>Additional images</i>
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Fiction	Non-fiction	Fiction
	Expected form of output? (graphic, written...)	Words/ phrases/ sentences: oral (answer questions)	Words/ phrases/ sentences: oral (answer questions)	Words/ phrases/ sentences: <i>oral & written</i>
	Output based on?	SB Materials	SB Materials	SB Materials
	Type of output	Fiction	Non-fiction	Fiction
<u>Skills Development</u>	Which purposes and skills/strategies are targeted? (RC: skimming, scanning...)	Reading for quick understanding (skimming)	- Reading for quick understanding (skimming) - Previewing	Reading to search information (skimming and scanning)

	(LC: cognitive, metacognitive, socioaffective) <i>Skills used if the teacher's book recommendations are applied – in cursive</i>	- Reading for general comprehension - <i>Previewing</i> - <i>Activating prior knowledge</i> - <i>Predicting</i>	- Activating prior knowledge - <i>Predicting</i>	- Reading for general comprehension - <i>Previewing</i> - <i>Activating prior knowledge</i> - <i>Predicting</i>
	Teacher's book comments	<i>Pre-reading activity with guiding questions</i> - <i>What? Where? Description</i> - <i>Shopping list</i> - <i>Writing numbers</i> <i>Proposed usage of graphic story + shortened audio (before or after reading the story first)</i>	<i>Pre-reading activity with guiding questions:</i> - <i>Pollution of the oceans?</i> - <i>What? Why?How?</i> <i>Proposed usage of objects such as plastic bags, batteries and packaging material – guessing game</i>	<i>Pre-reading activity with guiding questions:</i> - <i>General Qs about the topic</i> - <i>Qs about the images (Who, where, what)</i> <i>Proposed usage of additional pictures, or matching task</i>
While-Task Activities				
<u>Given instruction:</u>		<i>TB: Review the task types</i> <i>“How many of these tasks can you do?”</i>	<i>TB: guiding Qs</i> <i>How to help the planet?</i> <i>S should write down an answer or draw a picture</i> <i>Read together + alone then check in pairs</i>	<i>TB: Free choice (individual or pair work)</i> <i>Comparison in plenary (written on board). Ask about antonyms of cheap.</i>

			“Read the text” “Read again. Circle T (True) or F (False). Then listen and check.”	“Answer the questions about the Broomsticks’ shopping.”
<u>Task format/ question types:</u>		Single choice Short answers True/false	True/ false	Open questions Short answers
What is the learner expected to do?	What is the learner’s discourse role?	Scripted response	Initiate Scripted response (T/F)	Initiate Scripted response
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Decode semantic meaning Formulate items into larger units (sentence completion) Select information	Decode semantic meaning	Decode semantic meaning Select information
Who with?	Learner-teacher? Learner -learner? Whole class?	Learners individually simultaneously	<i>Teacher and learner(s)</i> Learners individually/ <i>in pairs</i> simultaneously	<i>Teacher and learner(s)</i> Learners individually/ <i>in pairs</i> simultaneously
With what content?	Form of input? (graphic, written, aural)	Extended discourse: written Graphic	Extended discourse: written/ aural (recording) Graphic	Extended discourse: written Graphic
	Source of the input? (book, teacher, learners)	SB materials (Student’s Book)	SB materials (Student’s Book)	SB materials, internet (additional pictures)

	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Fiction	Non-fiction	Fiction
	Expected form of output? (graphic, written...)	Words/ phrases/ sentences	Words/ phrases/ sentences	Words/ phrases/ sentences
	Output based on?	SB Materials	SB Materials	SB Materials
	Type of output	Fiction	Non-fiction	Fiction
	Task Support Is there scaffolding to support students during the task and if yes, what type?	Visual support: The picture provides information about the shopping list and prices, sets the scene, and introduces the main characters.	Visual + aural + lexical support: The images provide information related to the topic and the given questions. Guiding Qs for the e-mail	Visual + lexical support: The images provide information related to the topic and dialogue. Sentence starters and vocabulary and prices for the groceries
	Skills Development Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective) <i>Skills used if the teacher's book recommendations are applied – in cursive</i>	- Reading to search for information (skimming, scanning) - Answering questions - Generating appropriate inferences - Monitoring comprehension	- Reading to search for information (skimming, scanning) - Answering questions - Generating appropriate inferences - Monitoring comprehension	- Reading to search for information (skimming, scanning) - Answering questions - Generating appropriate inferences - Monitoring comprehension
	Teacher's book comments	<i>Discuss graded tasks format</i>	<i>Find own solutions to save the planet before reading the text</i>	<i>Remind learners to answer in whole sentences. Free</i>

			<i>Checking answers in pairs and in plenary after listening</i>	<i>choice (individual or pair work). Comparison in plenary (written on board). Ask about antonym of cheap.</i>
Post-Task Activities				
<u>Given instruction:</u>	Which instructions are given in the book? Are there any additional instructions in the teachers book?	“Check your answers with a partner. Then listen to the story.” <i>TB: Find evidence in the text</i>	“Read Jasmine’s email and write a reply...” <i>TB: Guiding questions + recap features of an e-mail</i>	“Write three more questions for a partner. Then answer his/her questions.” <i>TB: recap questions in the present simple</i>
<u>Task format/ question types:</u>		Checking answers (partner + audio)	Text production with input text	Formulating and answering questions related to the input
<u>What is the learner expected to do?</u>	What is the learner’s discourse role?	Scripted response (compare answers)	<i>Initiate</i> Semi scripted response	Scripted response
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Repeat identically (compare solutions)	Repeat with expansion (write a response email) Express own ideas	Repeat with substitution Select information
<u>Who with?</u>	Learner-teacher? Learner -learner? Whole class?	Learners in pairs	<i>Teacher and learner(s)</i> Learners individually simultaneously	Learners individually simultaneously
<u>With what content?</u>	Form of input? (graphic, written, aural)	Written, aural	Written	Written

	Source of the input? (book, teacher, learners)	SB materials	SB materials	SB materials
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Fiction	Fiction	Fiction
	Expected form of output? (graphic, written...)	Words/ phrases/ sentences: oral	Extended discourse: written	Words/ phrases/ sentences: written
	Output based on?	SB materials	SB materials	SB materials Learners input
	Type of output	Fiction (answers to Qs)	Personal information/ opinion	Fiction (answers to Qs)
	Skills Development Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective) <i>Skills used if the teacher's book recommendations are applied – in cursive</i>	<i>Reading to search for information</i> - Generating appropriate inferences	- Reading for general comprehension <i>Activating prior knowledge</i> - Answering questions - Generating appropriate inferences Writing: Linguistic competence, strategic competence	- Reading to search for information - Forming questions - Answering questions Writing: Linguistic competence
	Teacher's book comments	<i>Comparison of solutions in pairs</i> <i>Find evidence in the text (in case of disagreement)</i> <i>Listen to the story</i>	<i>Letting learners reflect on their own shopping habits.</i> <i>Activating prior knowledge about the text type.</i>	<i>Recap how to build questions in the present simple</i>

			<i>Letting S decide if they want to write the emails in pairs or alone</i> <i>Using peer review (S read each others texts)</i>	
Overall Evaluation	Strengths	Pre-reading activity to activate prior knowledge and pre-teaching of words (setting the scene + retrieval of vocab) Inclusion of a recording for aural support Searching for evidence in the post-stage	Pre-reading activities to activate prior knowledge and pre-teaching of words (setting the scene + retrieval of vocab) Inclusion of a recording for aural support Inclusion of a writing task as a post- reading activity – use of textual awareness	Pre-reading activities to activate prior knowledge and pre-teaching of words (setting the scene + retrieval of vocab) Inclusion of a listing activity to scan for specific items Inclusion of a short writing task – foster question building and letting learners contribute to the comprehension Qs
	Weaknesses Are there areas for improvement?	The pre-reading activity, which is mentioned in the TB could be added to the coursebook (written Qs above the text) Include explicit strategy instruction and reflection	The while-reading task could consist of more than one question type (differentiation) The recording could provide new information rather than serving as a	It could be helpful to have a recording of the dialogue (pronunciation and listening comprehension) Include explicit strategy instruction and reflection

			transcript of the poster, to enrich the learning experience Include explicit strategy instruction and reflection	
	Overall Effectiveness How effective are the receptive tasks to achieve the learning objectives?	Graded tasks – are a useful tool for differentiation	The tasks combine reading, listening and writing to achieve the learning objective, which is supposed to be beneficial	The tasks fulfill the learning objective to learn about shopping interactions and products

Figure 17. *RC More! Student's Book 1* (2022b, p. 78) (Appendix)

READING

6 Read the story.

The horse in the shop

Mr Anderson has got a small shop in a small town in the Midwest of the USA. Mr Anderson has got everything: food, things for the house and the garden, and clothes too.

Mr Anderson knows all his customers' names. Many of them are his friends. They like the shop, they like the food, the things for the house and the garden, and the clothes too. And they all love their chats with Mr Anderson.

It's a Wednesday. Mr Anderson is in the shop. There are no customers this morning. Mr Anderson sits down on his chair. He falls asleep.

Suddenly, he hears the doorbell. He opens his eyes. There's a horse in the shop!

"Can you help me, please?" someone says. It's the horse.

"Erm ... yes, of course!" Mr Anderson answers.

"How can I help you, Mr ...?"

"The name is Jolly. Jolly Horse. I want to buy a lot of things today."

"Great," Mr Anderson thinks. "So, what would you like?"

"Well, first I'd like 40 kilos of beans. I love beans!"

"Right. Beans. 40 kilos. What else?"

"Then I'd like 30 kilos of rice."

"OK, rice is nice," Mr Anderson says and he laughs.

"And then I want 20 kilos of carrots."

"OK," says Mr Anderson. "That's \$120 for the beans, \$60.60 for the rice and \$48 for the carrots. So, that's ..."

"\$228.60," says the horse and gives him the money.

"What a clever horse", Mr Anderson thinks.

"Erm ... we don't often see horses in this shop!" he says.

The horse looks around the shop.

"No wonder, with your prices. Your things are very expensive! Goodbye!"

The horse picks up the food and walks away.

7 How many of these tasks can you do?

- Mr Anderson's shop is *big* / *not big*.
- The customers think it's *boring* / *great* to have a chat with him.
- On a Wednesday morning, there are *no* / *lots of* customers there.
- Mr Anderson falls asleep. What happens then?
- Who says, "How can I help you?"
- What does the horse buy?
- Mr Anderson knows the horse. T / F
- Mr Anderson thinks the horse is clever. T / F
- Horses often come to the shop to buy things. T / F

8 Check your answers with a partner. Then listen to the story.

Figure 18. *RC More! Teacher's Book 1* (2023, p. 63) (Appendix)

3/12 **Listen and say the prices.**

Bevor die Kinder die Preise nennen, besprechen Sie in der Klasse die Abbildung der Pfundnoten und des Kleingeldes. Ermuntern Sie die Kinder, einige Exemplare ausländischer Währungen mitzubringen und in der Klasse zu zeigen. Ordnen Sie dann die Geldscheine und Münzen den jeweiligen Ländern zu. Erklären Sie zum Pfund auch, dass bisher Queen Elizabeth II auf den Scheinen abgebildet war, nun jedoch King Charles III darauf zu sehen sein wird. Geben Sie auch den Kurs der Währung an, sodass die Kinder den Gegenwert in Euro berechnen können und so eine Vergleichsmöglichkeit haben.

TIPP

Bringen Sie, wenn möglich, englisches Geld mit und lassen Sie damit einige Summen legen und benennen. Lassen Sie die Hörübung machen. Sprechen Sie die Preise mehrmals gemeinsam.

3/13 **CYBER Homework 28 (Revision)**

CHOICES

Hier haben Sie die Möglichkeit, sich für eine oder beide Varianten zu entscheiden.

3/13 **A Work in pairs. Guess how much the objects are. Then listen and check.**

Lassen Sie die Lernenden zuerst in Partnerarbeit über die Preise der abgebildeten Dinge spekulieren. Spielen Sie die Auflösung vor. Die Kinder sollen die richtigen Antworten noch einmal wiederholen. Fragen Sie nach, wie viele Preise richtig zugeordnet wurden.

Lösung: 1 £8.99, 2 £179.00, 3 £1.99, 4 £5.50, 5 £34.99, 6 £46.50, 7 £69.99, 8 £104.99, 9 99p, 10 £3.50, 11 £9.00, 12 £79.99

3/14 **B Listen to the shopping dialogues. Then read them and act them out.**

Lassen Sie die Schülerinnen und Schüler nach dem Anhören der Übung zuerst die Dialoge in Partnerarbeit vorspielen. Erklären Sie die Verwendung von *How much is / How much are ...?* (Grammar box S. 80). Dann können in Partnerarbeit auch andere Gegenstände und Preise eingesetzt werden.

TIPP

Legen Sie reale Gegenstände auf und lassen Sie dazu Preiskärtchen schreiben. Die Kinder spielen nun den vorgegebenen Dialog mit diesen Gegenständen vor. Helfen Sie bei Schwierigkeiten durch Einflüstern der entsprechenden Redemittel weiter.

Dialogue karaoke

Worksheet 2 nach 3

3/15 **Listen to The price is right, a guessing game. Then write the guesses and the real price.**

Fordern Sie die Schülerinnen und Schüler dann auf, die Preise zu wiederholen.

Lösung: guess 1: £399.00, guess 2: £249.00, real price: £389.00

3/16 **In pairs, guess how much the mobile phone and the headphones are. Then listen and check.**

Geben Sie den Schülerinnen und Schülern etwas Zeit, zu zweit über die Preise zu spekulieren. Fragen Sie dann die einzelnen Paare nach ihrem Tipp und schreiben Sie die jeweils genannten Preise an die Tafel. So kann ein Siegerpaar ermittelt werden.

Lösung: mobile phone: £529.00, headphones: £129.90

3/17 **CYBER Homework 29**

3/17 **Read the story.**

Dieser Lesetext wird von einer Graphic story unterstützt, die wahlweise vor bzw. nach dem ersten Lesen angesehen werden kann. Auch hier besteht für die Lernenden die Möglichkeit, mithilfe der Media App den Hörtext über Kopfhörer mehrmals zu hören und eventuell dabei mitzulesen.

Bevor die Kinder die Geschichte in ihrem eigenen Tempo leise lesen, sprechen Sie mit der Klasse kurz über die Zeichnungen. Fragen Sie z. B. nach dem Schauplatz der Geschichte: *Where does the story take place? Describe the man and the horse!* etc. Abschließend könnte Jollys Einkaufsliste im Hört notiert werden. Die Kinder sollen dabei die Zahlen zur Übung aufschreiben.

7 How many of these tasks can you do?

Hierbei handelt es sich um einen Graded task (vgl. Einleitung S. 10). Besprechen Sie die Aufgabenformate, bevor die Kinder eigenständig daran arbeiten.

Lösung: 1 not big, 2 great, 3 no, 4 He hears the doorbell and there is a horse in the shop. 5 Mr Anderson, 6 The horse buys 40 kilos of beans, 30 kilos of rice and 20 kilos of carrots. 7 F, 8 T, 9 F

3/17-18 **Check your answers with a partner. Then listen to the story.**

Geben Sie den Kinder die Möglichkeit, ihre Lösungen untereinander zu vergleichen und zu besprechen, wie sie zu diesen gekommen sind. Fordern Sie die Kinder auf, die Textstellen bei Uneinigkeit zu suchen und gemeinsam die Lösung zu finden. Im Anschluss wird die Geschichte abgespielt.

3/19-9 **Listen and sing.**

Spülen Sie das Lied mehrmals vor und singen Sie gemeinsam mit. Sie können auch die Playback-Version nutzen.

Figure 19. RC English Step by Step Student's Book 1 (2022a, p. 96) (Appendix)

9
Skills options
Reading and writing

1 Look at the photos in **2a**. Where can you see:

• our world	• waste	• the ocean	• presents
• plastic	• packaging	• a torch	• rechargeable batteries

2 a Read the text.

Think before you shop

Our world is beautiful. But there is a problem. There is too much waste. In the oceans, there's a lot of waste. Most of it is plastic. What can we do? Here are some ideas.

Think before you shop. Is it the right present?

Look at the packaging of the present. Is there a lot of plastic?

Buy rechargeable batteries.

Don't use plastic bags.

Think and recycle!

b Read again. Circle T (True) or F (False). Then listen and check.

1 Waste is a big problem for our planet.	T / F
2 We can find a lot of waste in the oceans.	T / F
3 Plastic waste is a problem.	T / F
4 It's good to look for presents with a lot of plastic packaging.	T / F
5 It's not good to buy rechargeable batteries.	T / F
6 When you go shopping, use plastic bags.	T / F

3 Read Jasmine's email and write a reply (50–70 words). You can use *always, sometimes, often, never*. Think about the following questions:

• Do you like shopping?	• What do you buy?
• Do you often go into town?	• What do you not want to buy?
• Do you sometimes look for cool stuff in shop windows?	

From: jasmine@getintouch.org **Subject:** Shopping

Hi,

How are you? This email is about shopping. I really like shopping. But I know that it's good to think before you shop. I like going into town with my friends. Then we look at cool stuff in the shop windows. But I don't often buy things. I always ask myself: Do I really need this? I look at the packaging. I don't want to buy a lot of plastic. And I don't use plastic bags. What about you? Jasmine

Figure 20. RC English Step by Step Teacher's Book 1 (2023, p. 92) (Appendix)

9
Skills options: Reading and writing

b Listen to the sketch. Fill in the missing words.

Klären Sie die Schülerinnen und Schüler darüber auf, dass sie sich einen Sketch anhören werden. In der gedruckten Version fehlen einige Wörter, die sie mithilfe der Aufnahme ergänzen sollen. Bereiten Sie die Lernenden darauf vor, dass sie nicht alle Wörter beim ersten Mal hören werden, aber dass Sie die Aufnahme mehrmals abspielen werden. Spielen Sie das Audio so oft wie nötig ab. Die Kinder vergleichen ihre Antworten anschließend paarweise. Fordern Sie einige Schülerinnen und Schüler auf, ihre Antworten an die Tafel zu schreiben. Überprüfen Sie die Antworten dann mit der ganzen Klasse.

Lösung: 1 This, 2 That's, 3 are taking, 4 those, 5 100, 6 clothes, 7 these, 8 30, 9 this, 10 T-shirt, 11 88, 12 T-shirt, 13 That's, 14 T-shirt

Tipps zur Differenzierung

Als zusätzliche Unterstützung können Sie das Audio in Teilen abspielen. Sie können die Wörter zudem in zufälliger Reihenfolge an die Tafel schreiben.

Als zusätzliche Herausforderung können Sie die Schülerinnen und Schüler bitten, den Sketch zu lesen und die fehlenden Wörter zu erraten. Spielen Sie dann das Audio ab und überprüfen Sie die Ideen der Kinder.

c In groups of three, read out the sketch.

Fragen Sie, wie viele Personen in dem Sketch vorkommen. Teilen Sie die Lernenden dann in Dreiergruppen ein, in denen der Sketch durchgespielt wird. Schlagen Sie vor, die Rollen anschließend auch zu tauschen.

2 In pairs, do option A or B.

A Listen. Act out one dialogue.
B Listen. Act out the dialogues. Choose one. Change it.

Spielen Sie die beiden Dialoge ab. Bitten Sie die Schülerinnen und Schüler, entweder Option A oder B zu wählen. Teilen Sie die Kinder in Paare ein, damit sie ihre Option gemeinsam bearbeiten. Beobachten Sie die Schülerinnen und Schüler bei der Ausführung und greifen Sie nur ein, wenn es wirklich notwendig ist. Wenn ein Team mit Aufgabe A schneller fertig ist, fordern Sie es auf, sich auch an Aufgabe B zu versuchen.

b Read again. Circle T (True) or F (False). Then listen and check.

Die Schülerinnen und Schüler lesen die Sätze. Dann lesen sie den Text, um herauszufinden, ob die Sätze wahr oder falsch sind. Sie arbeiten einzeln und vergleichen ihre Antworten dann in Zweiergruppen. Überprüfen Sie die Ergebnisse anschließend gemeinsam.

Lösung: 1 T, 2 T, 3 T, 4 F, 5 F, 6 F

3 Read Jasmine's email and write a reply (50–70 words). You can use *always, sometimes often, never*. Think about the following questions:

Fragen Sie die Kinder, ob sie sich diese Fragen stellen, bevor sie einkaufen gehen. Daraufhin wird Jasmines E-Mail gelesen. Besprechen Sie erst den Aufbau der E-Mail. Was steht zu Beginn? (Hi, How are you?) Was schreibt Jasmine zum Abschied? (What about you? Jasmine) Lenken Sie den Fokus auch auf die E-Mail-Adresse und auf die Betreffzeile. Fragen Sie dann: Do you buy things you don't need? Do you use plastic bags?

Figure 21. RC Easy Book 1 (2022, p. 123) (Appendix)

A At the supermarket

1 Freddy and his mother are at the supermarket.

P 109 a) Read what Freddy and his mother say and write a shopping list for them.

V

b) Answer the questions about the Broomsticks' shopping.

- 1) What fruit does Mrs Broomstick buy? _____
- 2) Why does Mrs Broomstick buy the red apples? _____
- 3) How much are the red apples? _____
- 4) Do they buy Mr Broomstick's favourite crisps? _____

c) Write three more questions for a partner. Then answer his/her questions.
How much is / are ... ? Do they buy ... ? Does Freddy like ... ? ...

Figure 22. RC Easy Book 1 (2022, p. 122) (Appendix)

12 My shopping list

one hundred and twenty-two 122

Lernziel: Einkaufsliste über Lebensmittel schreiben und aufbauen können



Freddy: Here's the milk, Mum. What else do we need?

Mrs Broomstick: I've got the eggs, but we need butter, Freddy.

Freddy: OK. What butter do you want, this butter with the red wrapper here or that butter with the green wrapper over there?

Mrs Broomstick: I always buy the butter with the green wrapper.

Freddy: OK. Oh, Mum, I hate red apples. Why do you always buy the red apples?

Mrs Broomstick: Look at the price of these green apples over there. They cost £3.00. They're expensive. These red apples here are on offer. They only cost £1.00. So put them back in the trolley, Freddy!

Freddy: I don't like cheap red apples.

Mrs Broomstick: Well, don't eat them, then ...

Freddy: But I like crisps! Look, those crisps over there are on offer.

Mrs Broomstick: Fine, but that's all.

Freddy: And what about these cheese and onion crisps here? They're dad's favourite!

Mrs Broomstick: Yes, I know. And they're your favourite too. But NO! Put them back!

£1 a kilo of apples only £1

£1 cucumber 95p

£1 find out £1 is about ... €

£1 apple juice £1.20

£1 banana 50p

£1 pineapple £1.50

£1 carrot 50p

£1 milk £1.20

£1 yoghurt 50p

£1 butter £1.00

£1 sweets £1.00

£1 two bars of chocolate £1

£1 a packet of cheese and onion crisps £1.50

Figure 23. *RC Easy Teacher's Guide 1* (2023, p. 132) (Appendix)

Vorschläge zur Arbeit mit dem Impuls:

pre-impulse-tasks:

- ohne Impuls: allgemeine Fragen zum Thema stellen:
Who in your family usually goes shopping for food? Do you like to go shopping for food? Have you got a favourite supermarket? At which supermarket does your family never shop? When you go shopping for food, what do you like to buy? Do your parents write a shopping list? Do your parents use their mobile phones for their shopping lists?
- ohne Impuls: das Bild eines Einkaufswagen (im Internet, Google Bilder: Stichwort: *trolley with food*) zeigen und die Lebensmittel benennen lassen (Wiederholung Unit 11 *food*).
- mit Impuls: Fragen zu den Impuls-Bildern stellen:
Who do you see in the pictures? Where are they? What does Freddy/Mrs Broomstick wear? How does Freddy feel in each picture? Why do you think does he look unhappy in the second picture? Do you like red/green apples? What else can you see in their shopping trolley? Why do you think does Freddy look happy in the third picture? Do you like crisps? Which flavour do you like?
- mit Impuls: die Lebensmittel auf der unteren Hälfte der Impuls-Seite nach folgenden Kategorien zuordnen lassen: *sweets/drinks/fruits/vegetables/dairy products* (entweder mündlich oder schriftlich an der Tafel).
- gemeinsam den Einkaufsdialog lesen. Nach Synonymen fragen, z. B.: *Give me another word with the same meaning for hate/expensive/on offer.*

Figure 24. *RC Easy Teacher's Guide 1* (2023, p. 133) (Appendix)

Tipps zur Arbeit mit den Tasks:

- 1 a) Sozialform: Einzelarbeit, anschließend vergleichen.
b) die SuS darauf hinweisen, in ganzen Sätzen zu antworten. Sozialform: Einzel- oder Partnerarbeit; Lösungen an die Tafel schreiben. Tipp: nach dem Gegenteil von *cheap* (Satz 2) fragen.
c) evtl. Fragebildung in der *present simple* vor der Übung wiederholen.
- 2 b) die Lösungen wieder an die Tafel schreiben und sicherstellen, dass auch leistungsschwächere SuS die korrekten Formen der hinweisenden Fürwörter ausgefüllt haben.
c+d) Ausreichend Zeit für die Bearbeitung dieser beiden Tasks geben. Währenddessen durch das Klassenzimmer gehen und kontrollieren, ob die Zeichnungen zu den Verwendungsregeln der *demonstrative pronouns* passen. Danach die theoretische Erklärung auf der *my new grammar*-Seite (S. 130) durchsprechen. Tipp: falls es noch zusätzliches Illustrationsmaterial braucht: auf *youtube* einen entsprechenden Clip (zahlreiche kurze Videos/Songs für Anfänger) zeigen.
- 3 Während der Partnerarbeit durch die Klasse gehen, ggf. auf Sprachrichtigkeit korrigieren.
- 4 bietet sich als Hausübung an, danach in der Klasse besprechen.
- 5 a) Listening: Track 46; je nach Bedarf 1–2 Mal vorspielen. Lösung an die Tafel schreiben.
b) Track 46 erneut vorspielen, dann die Preise vergleichen lassen.
- 6 Tipp (zur Vokabel-Wiederholung): den Begriff *sleepover* auf Englisch erklären lassen. Während der Partnerarbeit durch das Klassenzimmer gehen und darauf achten, dass tatsächlich auf Englisch diskutiert wird. Die Einkaufslisten mündlich vergleichen. Fragen, warum gerade diese Produkte ausgewählt wurden.

8.4 Focus analysis 1st grade LC

Table 25. *LC Focus Analysis 1st grade (Appendix)*

Category	Element	More! 1	Step by Step 1	Easy 1
Task Description	Type of Receptive Task (LC/ RC)	Listening Comprehension	Listening Comprehension	Listening Comprehension
<u>Unit/ Chapter</u>	What is the context of the unit?	Unit 4 “Emotions” SBp35 The unit is about emotions and vocabulary related to the days of the week and questions and negations with to be	Unit 3 “Our feelings” SBp33 The unit is about emotions, vocabulary related to housing, questions and negations with to be	Unit 3 “My feelings” Bp33 The unit is about emotions, animals, plural forms and the positive and negative forms of to be
	What is the context of the task	The task is based on a song about two monsters. These two monsters play the main part in the following LC, which is a radio play	The task is based on a picture story about a girl at her home	The task is about the feelings of the main characters who are watching TV (Mira, Freddy).
	What is the title/ heading of the task?	“The magic bottle”	“Skills. Listening and Speaking” No extra title	“How do they feel”
<u>Layout</u>	How many components does the task have?	3 SBp 35/12-14	3 SBp33/1-2a)b)	5 Bp32+33/1-3a),b)
	- Are there any pictures or additional content? - Core element (the task depends on the visual)	The three tasks are spread over the whole page <u>Core element:</u>	The main listening task is located in the middle of the page	The task is located on the leftside of the page and does not include any pictures

	○ Supportive (the visual supports the understanding) ○ Design element (the visual does not have practical implications)	The given pictures are core elements of the matching task <u>Supportive element:</u> There is a picture of the two monsters next to the song lyrics	and consists of 6 pictures <u>Core element:</u> The given pictures are core elements of the matching task.	<u>Core element:</u> The task includes a box with given words and a text which need to be filled out with these words.
<u>Skill Focus</u>	• Is the text/ recording used to introduce new language items (grammar and/ or vocabulary)	The recording is used to foster vocabulary related to emotions and the positive/ negative forms of to be	The recordings are used to foster topical vocabulary and the positive and negative forms of to be	The recordings are used to foster topical vocabulary and talking about feelings.
	• Is the type of learning inductive or deductive?	No indication	Could be used inductively (to be negative)	Deductive
	Text/Audio type (dialogue, monologue...)	Monologue (5 characters)	Monologue with narrator	Dialogue with a narrator
Focus reading (transcript)	In depth analysis			
	• Word count	238	107	106
	• Sentence count	70	26	21
	• Token count	240	107	108
	• Type count	103	46	61
	• Type/ token ratio	0,43	0,43	0,56
	• Flesch Reading Ease	94,63 (A1)	85,12 (B1)	88,03 (B1)
	• Flesch-Kincaid Grade	0,95 (A1)	2,42 (A1)	2,26 (A2)
	• Gunning Fog index	2,1 (A1)	5,37 (A2)	4,28 (A1+)
Focus listening	In depth analysis			
	• Duration	5:11	2:21	1:20

	Overall speech rate? (measured with Speech rate meter)	78 wpm 95 wpm (articulation rate) 15% filler sounds	68 wpm 105 (articulation rate) 11% filler sounds	84 wpm 133 wpm 0% Filler sounds
	Who is speaking?	Bob Jill Tim Lilian Rose	Narrator Andrea	Narrator Freddy Mira Dad
	Accent?	British	British	British
	Background noises?	Short melody between scenes Sound of the magic bottle Snoring	Television “And now cook gently for 5 minutes”	TV: football game “And that's three one for Chelsea.”
	Examples of elisions or contractions	It's, isn't, he's, let's, there's, where's, she's, you're	Isn't, she's, that's, I'm, isn't, it's,	That's Isn't
	Signs of natural conversation patterns (hesitation markers, interjections,)	“Aha”, “Hahaha”, “Ahh”, Yawns “Ohh”, “Ihiih”	“Ohh”, “Brrr” “Uhhh” “Ahhh”, Aouu” “Phew”, “Yum”, Mhmm”	-
<u>Appropriacy of the content</u>	Does the content match the expected A1 CEFR level? (textinspector)	VOCD 37,08 MTLD 28,51 Overall A2+	VOCD 15,1 MTLD 20,05 Overall A2+	VOCD 34,04 MTLD 35,34 Overall A2+
Task Objectives	Which objectives are stated in the unit and should be fulfilled in this task?	S know words for feelings S know how to form questions and negations with to be	S know words for feelings and rooms in a house S can form questions with to be	S can match feelings with pictures S can name emoticons (text message icons for feelings)

		S can understand when people talk about their feelings S can understand a listening comprehension and bring a picture story in the correct order	S can talk about how others feel S can ask questions about feelings S can name rooms in a house S can build sentences about a picture	S can talk about their feelings S can give arguments for their feelings
Pre-Task Activities				
<u>Given instruction:</u>		“Listen to Bob and Jill. Sing along.”	“Think, pair and share. a) Look at the pictures. What words can you think of? b) In pairs, write down the words. c) Compare your words in class.”	“Look at the pictures on page 32 and find out how Mira and her friends feel. Match the pictures with the text messages. Write the numbers.” “Who am I? a) Work with a partner. Look at the pictures again and say how “you” feel. Can your partner say who you are? b) Act out one feeling. Can your partner say how you feel?”
<u>Task format/ question types:</u>		song	Open questions	Matching task Integrated speaking

<u>What is the learner expected to do?</u>	What is the learner's discourse role?	Scripted response (song text)	Scripted response	Scripted response (matching) Initiate (role play)
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Repeat identically	Hypothesize	Repeat with substitution
<u>Who with?</u>	Learner-teacher? Learner -learner? Whole class?	Learners with whole class simultaneously	Learners individually simultaneously Learners in pairs Learners with whole class simultaneously	Learners individually simultaneously Learners in pairs
<u>With what content?</u>	Form of input? (graphic, written, aural)	Extended discourse: aural & written Graphic (pictures)	Graphic (picture story)	Extended discourse written Graphic (pictures)
	Source of the input? (book, teacher, learners)	Materials (coursebook)	Materials (coursebook)	Materials (coursebook)
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Fiction	Fiction	Fiction
	Expected form of output? (graphic, written...)	Words/ phrases/ sentences oral	Words/phrases/ sentences written + oral	Words/phrases/ sentences written
	Output based on?	Materials (coursebook)	Materials (coursebook)	Materials (coursebook)
	Type of output	Song	Linguistic items (words)	Linguistic items
<u>Skills Development</u>	Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective)	Listen for global understanding	Planning Monitoring Problem solving Evaluating	Planning Monitoring Problem solving Evaluating Listen and infer

	Teacher's book comments	Playing the track multiple times Singing along with students	Giving S time to look at the pictures individually to gather some ideas about important vocabulary Letting S work in pairs to write down the words Comparing the words in class and writing them on the board (spell check)	Pre-impluse tasks Showing S a number of emoticons (brainstorming) Asking open questions: When do you feel sad/ happy... Letting S write short sentences about feelings (similar to the given ones) Letting S perform in front of the class/ guessing game for the whole class
While-Task Activities				
<u>Given instruction:</u>		"Listen to the radio play <i>The magic bottle</i> and complete the sentences with the words from the box."	"Listen and put the pictures in the correct order."	"Listen to the children and fill in the words from the box."
<u>Task format/ question types:</u>		Gap fill	Sequencing task (correct order of the pictures)	Gap fill
What is the learner expected to do?	What is the learner's discourse role?	Scripted response	Scripted response	Scripted response
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Decode semantic meaning (gap fill)	Decode semantic meaning	Decode semantic meaning (gap fill)
Who with?	Learner-teacher? Learner -learner? Whole class?	Learners individually simultaneously	Learners individually simultaneously	Learners individually simultaneously

			Learners in pairs (compare) Teacher and learners (class observes)	Learners in pairs (compare)
With what content?	Form of input? (graphic, written, aural)	Extended discourse: aural	Extended discourse: aural Graphic	Extended discourse: aural
	Source of the input? (book, teacher, learners)	Materials (coursebook)	Materials (coursebook)	Materials (coursebook)
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Fiction	Fiction	Fiction
	Expected form of output? (graphic, written...)	Words: written	Words :Numbers (Order)	Words: written, oral
	Output based on?	Materials (coursebook)	Materials (coursebook)	Materials (coursebook)
	Type of output	Fiction	Linguistic item Sequence	Fiction
	Task Support Is there scaffolding to support students during the task and if yes, what type?	Lexical scaffold The words which should be used in the gap fill are provided in a box The book contains translations of important words	Visual scaffold In the pictures the students can see the room the scene takes place and they get hints about the feelings of the main character by her facial expressions	Lexical scaffold The words which should be used in the gap fill are provided in a box
	Skills Development Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective)	Monitoring Evaluation Problem solving Listen for details Listen for global understanding	Monitoring Problem solving Evaluating Listen for details Listen and predict Listen and infer	Monitoring Problem solving Evaluating Listen for details Listen and predict Listen and infer

		Listen selectively	Listen for main ideas	Listen selectively
	Teacher's book comments	Offering the students enough time to read through the sentences and the given words Letting them hear the recording a second time	Telling S that they need to find the correct order Playing the recording once or twice Letting S compare their solutions in pairs Comparing the solutions in plenary	Playing the track at least twice Comparing the solution with a partner
Post-Task Activities				
<u>Given instruction:</u>		"Put the pictures in the correct order. Then listen again and check."	"In pairs, look at the pictures in 2a. Tell the story."	"What about you? Say how you feel."
<u>Task format/ question types:</u>		Sequencing	Follow up speaking task (retelling the story)	Follow up speaking task
<u>What is the learner expected to do?</u>	What is the learner's discourse role?	Scripted response (find the correct order)	Semi scripted response (retelling the story)	Initiate (express opinion)
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Decode semantic meaning	Repeat with expansion	Repeat with expansion

<u>Who with?</u>	Learner-teacher? Learner -learner? Whole class?	Learners individually simultaneously	Learners in pairs	Learners in pairs
<u>With what content?</u>	Form of input? (graphic, written, aural)	Extended discourse: aural	Graphic	Sentences: written
	Source of the input? (book, teacher, learners)	Materials (coursebook)	Materials (coursebook)	Materials (coursebook)
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Fiction	Fiction	Fiction
	Expected form of output? (graphic, written...)	Word: (number)	Extended discourse: oral	Sentences: oral
	Output based on?	Materials (coursebook)	Materials (coursebook)	Materials (coursebook)
	Type of output	Linguistic item (number)	Fiction	Personal opinion
	Skills Development Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective)	Planning Monitoring Problem solving Evaluating Listen for details Listen and predict Listen selectively	Monitoring Evaluating Listen for main ideas	Listen for global understanding Evaluating
	Teacher's book comments	The TB proposes to let the students check their answers with each other and then use the recording if necessary afterwards	Playing the recording again if necessary Encouraging S to use their own words	Comparing answers in pairs
Overall Evaluation	Strengths	Signs of authentic communication blends, reductions,	Contextualization and activation of prior knowledge	Signs of authentic communication blends, reductions,

		non- verbal sounds) The song contextualizes the tasks and introduces the main characters	through pre-listening task Lexical scaffolds in the post-listening task (example sentences)	hesitation markers) - background noises Many pre-set tasks in TB
	Weaknesses Are there areas for improvement?	The post-listening task could involve other skills such as speaking or writing Pre-task is just a song – there could be more activation of prior knowledge Include explicit strategy instruction and reflection	The while-listening stage could include more task formats (only sequencing) Include explicit strategy instruction and reflection	A pre-listening task could be helpful. For example a picture of the scene could be helpful for contextualization Include explicit strategy instruction and reflection
	Overall Effectiveness How effective are the receptive tasks to achieve the learning objectives?	The tasks offer possibilities to foster the topical vocabulary and includes many examples of the positive and negative form of to be	The tasks offer possibilities to foster the topical vocabulary and includes many examples of the positive and negative form of to be Post-task: S train describing the pictures and retelling the story	The tasks offer possibilities to foster the topical vocabulary and talk about own experiences. Moreover, the gap-fill task requires the students to decode the meaning of the recording, because it is not a transcript where they can fill in the missing words.

Figure 25. *LC More! Student's Book 1* (2022b, p. 35) (Appendix)

LISTENING

12 Listen to Bob and Jill. Sing along.

THE MAGIC BOTTLE

I'm a monster, my name's Bob. I'm a monster and I rob*, yeah I rob, rob, rob feelings, hey, hey, hey, every day, I rob feelings.

I am Jill, Jill, and I will*, will, will get the feelings back. I am good, Bob is bad. I am nice, Bob is mad*.

BOB **JILL**

VOCABULARY: *rob – stehlen; will – werden; mad – zornig; wütend

13 Listen to the radio play The magic bottle and complete the sentences with the words from the box.

sad bored happy tired angry

1 Tim is 4 Jill is
2 Lilian is 5 Bob is
3 Rose is

14 Put the pictures in the correct order. Then listen again and check.

So boring! Later, Zzzzz Where are my books?

Kitty? WHERE ARE MY BOOKS?

WB p. 37 **UNIT 4** 35

Figure 26. *LC More! Teacher's Book 1* (2023, p. 39) (Appendix)

1/39

1 A chant. Listen and repeat.

Lassen Sie die gesamte Klasse im Chor nachsprechen, wiederholen Sie die Übung einige Male.

CYBER Homework 11

2 Look at Gina's diary. Write the days of the week under the pictures.

Besprechen Sie zunächst mit den Schülerinnen und Schülern den Zweck eines Vermerkalenders. Anschließend schreiben die Kinder die Wochentage mithilfe der Informationen im Kalender unter die Bilder.

Lösung: 1 Tuesday, 2 Sunday, 3 Saturday, 4 Wednesday, 5 Monday, 6 Thursday, 7 Friday

3 Work in pairs. Talk about each picture in 2.

Die Schülerinnen und Schüler sprechen paarweise über Ginas Gefühle an den einzelnen Wochentagen.

1/39-40

4 Listen and sing.

Spielen Sie das Lied mehrmals vor und singen Sie gemeinsam mit. Sie können auch die Playback-Version nutzen.

Worksheet 3 nach 1

1/39

5 Listen to Bob and Jill. Sing along.

Spielen Sie den Song mehrmals vor und singen Sie gemeinsam mit.

1/40

6 Listen to the radio play The magic bottle and complete the sentences with the words from the box.

Geben Sie den Kindern vor dem Anhören genügend Zeit, die Sätze im Buch und die Adjektive in der Box zu lesen. Spielen Sie dann das Hörspiel ab. Die Kinder vervollständigen währenddessen die Sätze. Anschließend spielen Sie die Audioaufnahme noch einmal ab und die Kinder überprüfen die Lösungen gemeinsam.

Lösung: 1 angry, 2 sad, 3 bored, 4 happy, 5 tired

1/40

7 Put the pictures in the correct order. Then listen again and check.

Lassen Sie die Kinder die Bilder in die richtige Reihenfolge bringen. Im Anschluss spielen Sie zur Überprüfung die Audioaufnahme bei Bedarf noch einmal ab. Geben Sie den Kindern die Möglichkeit, ihre Lösungen untereinander zu vergleichen.

Lösung: 1. Reihe: 4, 5, 2
2. Reihe: 7, 3, 1, 6

CHOICES

Hier haben die Lernenden die Möglichkeit, sich für eine Variante zu entscheiden. Bei mehr zeitlichem Spielraum sind auch beide möglich. Besprechen Sie die Aufgabenstellung und lassen Sie einzelne Kinder mündlich die Sätze ergänzen. Anschließend entscheiden die Lernenden selbst, ob sie A oder B schriftlich bearbeiten möchten.

A Use Gina's diary in 2 to complete the sentences.

Die Lernenden vervollständigen die Sätze mit den entsprechenden Informationen aus Übung 2.

Lösung: 1 ballet, 2 Monday, 3 Wednesday, 4 Tuesday, 5 disco, Friday

B Choose four days from your week and write a sentence for each.

Diese Übung ist ein erster Ansatz zum freien Schreiben. Die Kinder wählen vier beliebige Wochentage und versuchen, Sätze dazu zu verfassen.

Worksheet 4 nach 15

Grammar

Weisen Sie die Lernenden darauf hin, dass die Grammar box eine gute Zusammenfassung jener sprachlichen Strukturen bietet, die in der jeweiligen Unit vorkommen.

Now go back to page 30. Check with a partner what you know / can do.

Die Schülerinnen und Schüler gehen auf Seite 30 zurück und lesen dort noch einmal die Lernziele (you know / you can) der Unit. Sie arbeiten paarweise und kreuzen die Punkte an, die sie ihrer Meinung nach gelernt haben und jetzt können.

CYBER Homework 12

My personal learning track

The Story of the Stones 2

1 Remember and say.

Bevor die Kinder diese Übung zur Wiederholung durchführen, können Sie die Namen der Kinder sowie die Farben der Steine noch einmal an der Tafel notieren: Sarah, Daniel, Emma, blue, green, orange. Die Schülerinnen und Schüler versuchen sich zu erinnern, welche Steine zu welchen Charakteren gehören.

Lösung: The green stone is for Sarah. The orange stone is for Emma. The blue stone is for Daniel.

Figure 27. *LC English Step by Step Student's Book 1* (2022a, p. 33) (Appendix)

Skills Listening and speaking 3

1 Think, pair and share.

a Look at the pictures. What words can you think of?

b In pairs, write down the words.

c Compare your words in class.

2 Listen and put the pictures in the correct order.








b In pairs, look at the pictures in 2a. Tell the story.

Picture 1. Andrea isn't happy. She's in ...

Picture 2. Andrea isn't ...

Sounds right Word stress

3 Listen and repeat.

Kitchen, bedroom, toilet, hall.

Bathroom, living room – that's all!

  **p. 33** 33

Figure 28. *LC English Step by Step Teacher's Book 1* (2023, p. 44) (Appendix)

Skills Listening and speaking 3

1 Think, pair and share.

a Look at the pictures. What words can you think of?

b In pairs, write down the words.

c Compare your words in class.

2 Listen and put the pictures in the correct order.

Sagen Sie den Schülerinnen und Schülern, dass die Bilder eine Geschichte erzählen, die Bilder aber durcheinandergeraten sind. Spielen Sie die Audioaufnahme ab. Die Kinder hören sich die Geschichte an und nummerieren die Bilder dann in der richtigen Reihenfolge. Spielen Sie die Audioaufnahme bei Bedarf mehrmals ab. Die Lernenden vergleichen ihre Ergebnisse mit ihrer Partnerin oder ihrem Partner, bevor die Antworten gemeinsam mit der Klasse kontrolliert werden.

Lösung: A 6, B 4, C 2, D 1, E 3, F 5

b In pairs, look at the pictures in 2a. Tell the story.

Die Schülerinnen und Schüler arbeiten in Zweiergruppen, um die Geschichte nachzuerzählen. Spielen sie die Audioaufnahme, wenn nötig, erneut ab, aber ermutigen Sie die Kinder, ihre eigenen Worte zu verwenden.

Sounds right: Word stress

3 Listen and repeat.

Sprechen Sie das Wort *kitchen* aus. Fragen Sie die Lernenden, wie viele Silben das Wort hat. (2) Fragen Sie, ob die Betonung auf der ersten oder zweiten Silbe liegt. Betonen Sie das Wort erst auf der ersten Silbe, dann auf der zweiten. Fragen Sie, welche Betonung nun stimmt. Schreiben Sie *kitchen* dann auf die Tafel und setzen Sie einen Punkt über die betonte Silbe. Zeigen Sie den Schülerinnen und Schülern, wenn möglich, einen Wörterbucheintrag und wie die Betonung dort gekennzeichnet wird.

Spielen Sie die Audioaufnahme anschließend ab. Die Lernenden hören aufmerksam zu und sprechen die Wörter nach. Spielen sie die Aufnahme mehrmals ab und wiederholen Sie den Vorgang. Achten Sie auf eine genaue Betonung und Aussprache.

Zusätzlicher Vorschlag

Schreiben Sie eine Liste mit Gefühlen und eine weitere Liste mit Wörtern für Räume. Teilen Sie die Schülerinnen und Schüler in Kleingruppen ein. Jedes Kind wählt dann ein Gefühl und einen Raum aus und gemeinsam wird eine neue Geschichte für Andrea aus 2a geschrieben.

  **p. 33** 33

Figure 29. LC Easy Book 1 (2022, p. 32)(Appendix)

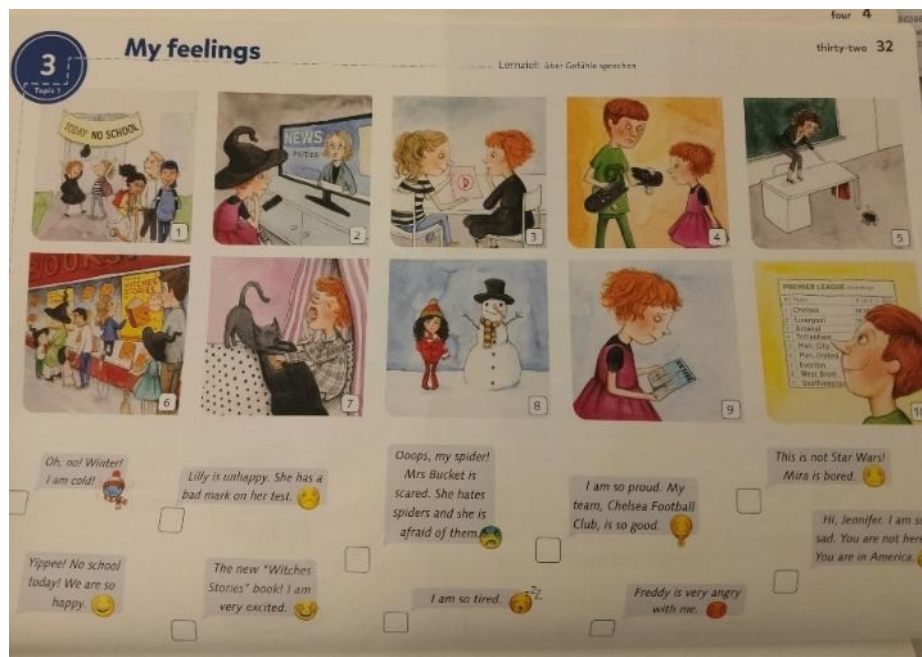


Figure 30. LC Easy Book 1 (2022, p. 33) (Appendix)

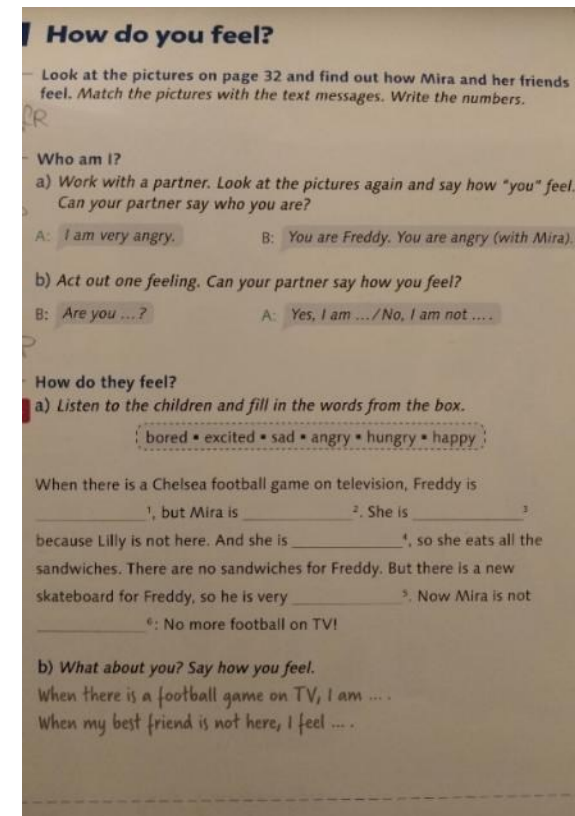


Figure 31. *LC Easy Teacher's Guide 1* (2023, p. 43) (Appendix)

Tipps zur Arbeit mit den Tasks:

- 1 Diese Übung wurde vermutlich bereits im Zuge der Bearbeitung der Impuls-Seite erledigt.
- 2 a) Den SuS zunächst Zeit geben, die Partnerarbeit auszuführen, dann einzelne Paare ihre Dialoge vor der Klasse durchsprechen lassen.
b) Den Begriff *act out* erklären. Tipps: diese Übung nicht nur als Partnerarbeit machen, auch Freiwillige vor der Klasse vorspielen lassen. Auch ein „Gefühle raten auf Geschwindigkeit“ machen lassen: wer als erster das Gefühl korrekt benennt, darf als nächstes vorspielen. „Gefühle raten“ funktioniert auch gut mit entsprechenden Zeichnungen an der Tafel.
- 3 a) Listening: Track 14; mindestens 2 Mal vorspielen.
b) Ergebnisse mit Partner mündlich austauschen.
- 4 a) Sozialform: Einzelarbeit. Die SuS ermutigen, auch andere (nicht im *easy book* vorgegebene) Satz-Endteile zu verwenden. Für schwächere SuS: diese Wörter auch vorher brainstormen (z. B. *I go to the cinema / I meet a nice boy or girl / I have English / I have a tennis match / I text my best friend / ...*). Anschließend soll jeder der SuS 1–2 seiner / ihrer Sätze laut vorlesen. Tipp: auch die Lehrkraft soll 2–3 für sie zutreffende Sätze bilden – SuS lieben persönliche Infos über ihre LehrerInnen.
b) Festlegen, nach wie vielen Gefühls-Adjektiven die SuS gegenseitig fragen sollen. Nach beendeter Partnerarbeit jedes Paar zwei ihrer Dialoge vorspielen lassen. Tipp: anschließend noch einzelne SuS nach gewissen Gefühlen (z. B. *Tina / Alex / Monika / Steve / ... when are you happy / sad / tired / bored / ...*) fragen.
- 5 a) Sozialform: Einzelarbeit, anschließend gemeinsames Vergleichen. Tipp: die SuS auf Gegensatzpaare aufmerksam machen, z. B. *thirsty-hungry / hot-cold / happy-sad / excited-bored / ...*. Tipp: es bietet sich an, auch das Adjektiv *interested* zu vermitteln.
b) Erklärungen zu *how to describe a picture*, S. 40, durchgehen. Tipp: als Hausübung SuS ein Bild malen und schriftlich beschreiben lassen.

Figure 32. *LC Easy Teacher's Guide 1* (2023, p. 42) (Appendix)

Vorschläge zur Arbeit mit dem Impuls:

pre-impulse-tasks:

- ohne Impuls: die Emojis an die Wand beamen und SuS fragen, welche bereits auf Englisch benannt werden können. Die Adjektive an die Tafel schreiben, damit so ein gemeinsames *Brainstorming* entsteht.
- ohne Impuls: SuS sollen selbst 2–3 Emojis zeichnen und mit Hilfe der Lehrkraft benennen.
- mit Impuls: SuS schauen sich die Bilder im *easy book* an (ohne die Texte zu lesen): Gibt es Adjektive, die nun bereits bekannt sind und nochmals genannt werden können?
- Die genannten Adjektive durchgehen und die Klasse diese *feelings* vorzeigen lassen: *Show me how you are angry / sad / happy / ...*
- Nun die Bilder und die Texte zuordnen lassen. Mögliche Sozialformen: Einzelarbeit, Partnerarbeit (und anschließend vergleichen) oder gleich gemeinsam lesen und zuordnen.
- Die SuS ähnliche Kurztexte (leicht abgewandelt vom *easy book*) für folgende Gefühle schreiben lassen: *happy, sad, frightened, bored, angry*. Für schwächere SuS: gemeinsame Schulübung schreiben, für bessere SuS: Partnerarbeit und anschließend Texte vorlesen lassen.
- Die SuS einzeln danach fragen, wie sie sich fühlen.
- Einzelne SuS fragen: *How do you feel when ... you have an English test / ... you lose your mobile phone / ... you go to the cinema / ... you go to bed late / ... you have a lot of homework / ... you are on holiday / ...*

8.5 Focus analysis 2nd grade RC

Table 26. *RC Focus Analysis 2nd grade (Appendix)*

Category	Element	More! 2	English Step by Step 2	Easy 2
Task Description	Type of Receptive Task (LC/ RC)	Reading Comprehension	Reading Comprehension	Reading Comprehension
<u>Unit/ Chapter</u>	What is the context of the unit?	Unit 11 “Homes” SBp84 The unit is about furniture, types of rooms, questions with who and whose, possessive pronouns and the possessive “s”.	Unit10 “At home” SBp104 The unit is about furniture, types of rooms and houses	Topic 3 Unit 7 Bp70-71 “Monsters and other creatures” The unit is about furniture and things in the attic, countries and directions in the context of Scotland and the comparison of adjectives
	What is the context of the task	The task is about five short descriptions of houses and homes in different countries.	The task is about a magazine article about homes.	The task is about a scene in the attic where people are talking about objects they find there.
	What is the title/ heading of the task?	“Houses and Homes”	“In the mood for colour”	“Hidden treasures in the attic”
<u>Layout</u>	How many components does the task have?	2 (1,2)	3 (1a, 1b, 2)	3 (1, 2a+b, W3 follow up from teachers book)

	• Are there any pictures or additional content? ○ Core element (the task depends on the visual) ○ Supportive (the visual supports the understanding) ○ Design element (the visual does not have practical implications)	The title is written in white font. <u>Core element:</u> There are five pictures of houses and homes with short descriptions and further background information. Since there are a number of new vocabulary items (trailer, yurts, stilts, reeds) the depictions are core elements, which facilitate the understanding of the text. <u>Design:</u> Every text box underneath a picture has a different background	The title is written in big and colorful font <u>Supportive:</u> 4 words in the bulletpoint section are written in color <u>Design:</u> The title is written in grey and the word “colour” is written in different colors There are five stripes of different colors in the lower right corner of the text	The title is written in big blue font in the left corner <u>Core element:</u> The picture of the scene is a key element for understanding the story because it also introduces new vocabulary items and shows the involved characters and the objects that they are talking about <u>Supportive:</u> There are additional objects which don’t have any labels <u>Design:</u> landscape One page is dedicated to the scene in the attic. The task is written on the next page on the left-hand side
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		color (shades of blue and purple)		
<u>Skill Focus</u>	Is the text/ recording used to introduce new language items (grammar and/ or vocabulary)	Possessive pronouns are being practiced Topical vocabulary is practiced	The comparative form of the adjective is practiced Topical vocabulary is practiced	The comparative and superlative form is practiced. Topical vocabulary is introduced
	Is the type of learning inductive or deductive?	No indication Could be used inductively	No indication Could be used inductively	Could be used inductively for comparative and superlative forms
	Text/Audio type (dialogue, monologue...)	Informative short texts	Magazine article	Comic scene with speech bubbles
Focus reading	In depth analysis			
	Word count	327	189	189
	Sentence count	31	19	21
	Token count	327	189	192
	Type count	171	102	109
	Type/ token ratio	0,52	0,54	0,57
	Flesch Reading Ease	77,8 (A2+)	83,94 (A1)	88,72 (A1)
	Flesch-Kincaid Grade	5,12 (A2)	4,02 (A1)	3,16 (A1)
	Gunning Fog index	6,56 (A1+)	6,52 (A1+)	5,12 (A1)
Focus listening	In depth analysis			
	Duration	-	-	-
	Overall speech rate? (measured with Speech rate meter)	-	-	-
	Who is speaking?	-	-	-
	Accent?	-	-	-
	Background noises?	-	-	-

	• Examples of blends or reductions	-	-	-
	• Signs of natural conversation patterns (hesitation markers)	-	-	-
<u>Appropriacy of the content</u>	• Does the content match the expected A1 CEFR level? (textinspector)	VOCD: 73,51 MTLD 52,73 Overall: A2+	VOCD: 49,62 MTLD: 46 Overall: A2+	VOCD: 62,97 MTLD: 54,7 Overall: A2
Task Objectives	Which objectives are stated in the unit and should be fulfilled in this task?	S can understand a text about different types of houses and homes	S can understand an article about rooms and colours	S can compare things with short adjectives
Pre-Task Activities				
<u>Given instruction:</u> The recommendations from the teachers' book and their impact on the tasks are indicated in italics		“Read the text” <i>TB: What other unusual homes and houses do you know?</i> <i>Can you imagine living in one of these houses?</i> <i>Why/ Why not?</i> <i>What have all these houses got in common?</i> <i>What advantages do moveable houses have?</i>	“Read the text. Where do you think it's from?” <i>TB: What color does your room have?</i> <i>Are there any colors which can have a calming effect on people...?</i>	“What can you find in the attic? Write down nouns that go with the adjectives. Think of things in your attic or in the Broomstick's attic.”

<u>Task format/ question types:</u>		<i>Only reading Open Qs</i>	Single choice <i>Open Qs</i>	Matching <i>Open Qs</i>
<u>What is the learner expected to do?</u>	What is the learner's discourse role?	<i>Initiate (answering Qs after reading the text once)</i>	Scripted response (choose one give answer for a question)	Scripted response (write down words)
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Decode semantic meaning Retrieve from LTM (topic related vocabulary) Hypothesize	Decode semantic meaning Hypothesize	Select information
<u>Who with?</u>	Learner-teacher? Learner -learner? Whole class?	Learners individually simultaneously (reading) Teacher and learner(s) (answer Qs)	Learners individually simultaneously	Learners individually simultaneously Teacher and learner(s) (comparison)
<u>With what content?</u>	Form of input? (graphic, written, aural)	Extended discourse: written	Extended discourse: written	Graphic
	Source of the input? (book, teacher, learners)	Materials (coursebook)	Materials (coursebook)	Materials (coursebook)
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Non-fiction	Non-fiction	Fiction

	Expected form of output? (graphic, written...)	Words, phrases, sentences: oral	Tick correct answer Words/ phrases/ sentences: oral (say correct answer)	Words/ phrases/ sentences
	Output based on?	Materials	Materials	Materials learner (own ideas)
	Type of output	Non-fiction	Non-fiction	Non-fiction
<u>Skills Development</u>	Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective)	R for general comprehension <i>Previewing</i> <i>Activating prior knowledge</i> <i>Answering questions</i> <i>Predicting</i>	R for quick understanding (skimming) Predicting Previewing <i>Activating prior knowledge</i> <i>Answering questions</i>	Previewing Activating prior knowledge
	Teacher's book comments	<i>Proposed plenary discussion</i> <i>Answer questions about the topic, personal preferences and assumptions about the text</i> <i>Collecting types of houses on the board</i>	Proposed speaking activity about colors at home and their effects on people before reading Instruction to let students skim the text to guess the source	Pre-impulse Qs Vocabulary collection (parts of a house) Youtube video (Peppa pig) – stories in the attic Proposed plenary comparison of results
While-Task Activities				

<u>Given instruction:</u> The recommendations from the teachers' book and their impact on the tasks are indicated in italics		"How many of these tasks can you do?" <i>TB: Review the task types</i>	"Read the text again. Complete the sentences with one word"	"Read the speech bubbles on page 70. What is Mira looking for? Tick true or false"
<u>Task format/ question types:</u>		T/F Short answers Sentence completion	Sentence completion	Open question T/F
What is the learner expected to do?	What is the learner's discourse role?	Scripted response	Initiate (pair work) Not requested (alone)	Scripted response
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Decode semantic meaning (reading) Select information (answer questions)	Decode semantic meaning (reading) Select information (answer questions)	Decode semantic meaning (reading) Select information (answer questions)
Who with?	Learner-teacher? Learner -learner? Whole class?	Learners individually simultaneously Teacher and learner(s)	Learners in pairs (compare) Learners individually simultaneously	Learners individually simultaneously
With what content?	Form of input? (graphic, written, aural)	Extended discourse: written	Extended discourse: written	Extended discourse: written

	Source of the input? (book, teacher, learners)	Materials (SB)	Materials (SB)	Materials (SB)
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Non-fiction	Non-fiction	Fiction
	Expected form of output? (graphic, written...)	Words/ phrases/ sentences: written	Words/ phrases/ sentences: written	Words/ phrases/ sentences: written
	Output based on?	Materials	Materials	Materials
	Type of output	Non-fiction	Non-fiction	Fiction
	Task Support Is there scaffolding to support students during the task and if yes, what type?	Visual support Pictures of the types of houses Lexical support – given translation	Lexical support Example of a written paragraph as it is expected for the task	Visual support - Picture of the scene - Vocabulary tags
	Skills Development Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective)	Reading to search for info (Skim +scan) Answering questions	Reading to search for info (Skim +scan) Answering questions	Reading to search for info (Skim +scan) Generating appropriate inferences Answering questions about the text
	Teacher's book comments	<i>Discuss graded tasks format</i>	S are asked to skim through the text in pairs and then requested to read the text on their own Comparison in plenary	The text is read in a plenary setting T helps S to understand the phrase "How time flies"
Post-Task Activities				
<u>Given instruction:</u> The recommendations from the teachers' book and their		-	"Choose one of the rooms from the box. Think of a good color for it and say	TB "Describe Mira's outfit! What is she wearing? Do you like her style? How does Freddy

impact on the tasks are indicated in italics			why. Write a short paragraph (40-50 words).”	<i>react to her outfit? Which other clothes are there/ in front of the open suitcase? Which of these should Mira wear for Lilly’s birthday party?</i>
<u>Task format/ question types:</u>		-	Text production	Text production ONLY FROM the TB
<u>What is the learner expected to do?</u>	What is the learner’s discourse role?	-	Initiate (express opinion) Written response	Initiate (express opinion) Scripted response (answer questions)
	What does the learner focus on?	-	Meaning	Meaning
	What mental processes are involved?	-	Repeat with expansion (use the given outline as frame to produce further language)	Select information Hypothesize Retrieve from LTM (vocabulary)
<u>Who with?</u>	Learner-teacher? Learner -learner? Whole class?	-	Learners in pairs Learners individually simultaneously	Not clearly stated
<u>With what content?</u>	Form of input? (graphic, written, aural)	-	written	Graphic Extended discourse written
	Source of the input? (book, teacher, learners)	-	SB Materials	Materials (coursebook) Learners
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	-	Based on non-fiction input, influenced by personal opinion	Fiction
	Expected form of output? (graphic, written...)	-	Extended discourse: written	Not clearly stated Extended discourse written or oral
	Output based on?	-	Materials, learners	Materials, learners’ opinions

	Type of output	-	Personal opinion	Fiction personal opinion
	Skills Development Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective)	-	Generating appropriate inferences	Generating appropriate inferences
	Teacher's book comments	-	S choose a room and color and need to explain their choice to a classmate S are then asked to write their text, which they are then supposed to compare with their partner (peer review)	The book proposes the follow up activity – there is no indication whether the students should execute it verbally or in writing
Overall Evaluation	Strengths	Differentiated task – 3 kinds while- reading tasks (T/F; open questions/ sentence completion)	The task has a three part structure (pre-, while-, post) Peer-feedback encouraged Relevant topic -	The task has a three part structure (pre-, while-, post) The teachers book proposes a follow up which connects the knowledge from the text with the students' personal opinion
	Weaknesses Are there areas for improvement?	Lack of a post-reading task, which deals with the newly acquired information Include explicit strategy	More differentiation (task design) Include explicit strategy instruction and reflection	There could be more collaborative aspects Include explicit strategy instruction and reflection

		instruction and reflection		
	Overall Effectiveness How effective are the receptive tasks to achieve the learning objectives?	Pre-task - focus on overall understanding, activation of prior knowledge and personal involvement The tasks offer new topical vocabulary, but S are not asked to use the newly acquired knowledge in a post-task	Pre-task – focus on skimming While task – (only) focus on scanning Post task – using the new information to give arguments and engaging with the content on a more personal level this could foster the vocabulary acquisition	Pre-task – focus on vocabulary While task – focus on skimming/ scanning and inferencing Post task – personal engagement with the text and personal opinion – beneficial for using the topical vocabulary and new grammatical concepts

Figure 33. *RC More! Student's Book 2 (2024b, p. 84) (Appendix)*

READING

1 Read the text.

Houses and Homes

We all know what a house is. It has a roof, walls, rooms, windows and doors. There might be a staircase. There might be a cellar underneath it or a garden around it. But not all houses are like this. Take a look around the world and see how different houses can be.

Around twenty million Americans live in trailer homes. They usually keep them in special parks. They are like little villages. In the park, the owners connect their trailers to electricity and water. Trailers are a cheap way of living in your own home and, if you get tired of one place, you can always move your home to another park.

The Americans aren't the only people who have movable houses. Traditionally, the Mongolian people in Central Asia move their houses a lot. Their houses are 'yurts'. When there isn't enough grass for their sheep any more, they take down their houses. They put the parts on the backs of their camels and horses. They then carry the parts to other places where there is enough food for the animals.

In some parts of the world, people live in houses that are not on the ground. For example, some people in South East Asia build their houses on stilts. They do this because their houses are near water. The stilts keep their homes high above the water and out of danger.

VOCABULARY: *stilt - Pfahl

Other people actually live on the water. The Uros people live on Lake Titicaca in Peru. There are about two thousand of them on fifty floating islands of reeds. Reeds are long, strong grasses. They use the reeds to build their houses. When the Uros want to visit a neighbour, they move from island to island by boat.

Finally, in the jungle of Costa Rica some people live in tree houses. There is even a tree house hotel. There are wooden bridges between the houses so that people can visit their neighbours easily.

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Figure 34. *RC More! Student's Book 2 (2024b, p. 85)(Appendix)*

- 2 How many of these tasks can you do?**
- Trailer home parks are like little villages. T / F
 - Trailer homes cannot be moved to other parks. T / F
 - Only Mongolian people move their homes. T / F
 - Why do Mongolian people transport their homes?
 - How do they transport their homes?
 - Why do people build their houses on stilts?
 - The Uros people use
 - The Uros people visit
 - To visit your neighbours in a special hotel in Costa Rica, you

Figure 35. *RC More! Teacher's Book 2 (2024c, p. 70)(Appendix)*

UNIT 11 Homes

LERNZIELE

Wissen

- 16 Wörter für Möbel und Einrichtungsgegenstände
- Bildung und Verwendung von Fragen mit *who* und *whose*
- Verwendung von Possessivpronomen
- Verwendung von Possessive *'s*

Können

- kurze Texte über ungewöhnliche Häuser verstehen
- über Wohnsumme und Einrichtung sprechen und schreiben
- ein Gruppeninterview verstehen
- Dinge zuordnen, fragen, wenn etwas gehört und darauf antworten
- einem Video folgen (*The Twins 5*)

Vorschlag zur Lernstandserhebung:

Erheben Sie den Lernstand Ihrer Schülerinnen und Schüler zur *You can Box* im Student's Book. Geben Sie den Lernenden die Möglichkeit, sich selbst einzuschätzen.

Vorschläge zur Wiederholung:

Fragen und Fragewörter, Possessive *'s* (MORE! 1, Unit 9), Prepositions of place (Unit 5, MORE! 1, Unit 2), Farben

Student's Book

1 Read the text.

Geben Sie den Schülerinnen und Schülern ausreichend Zeit, den Text selbst durchzulesen. Fragen Sie eventuell nach, welche anderen außergewöhnlichen Unterkünfte den Schülerinnen und Schülern einfallen und notieren Sie diese an der Tafel: *houseboat, old castle, lighthouse* etc.

TIPP

Stellen Sie den Kindern Fragen, wie z. B. *Can you imagine living in one of these houses? Why / Why not? What have all these houses got in common? What advantages do movable houses have?* etc.

CYBER Homework 31 (Revision)

2 How many of these tasks can you do?

Hierbei handelt es sich um einen *Graded task* (vgl. Einleitung S. 10). Besprechen Sie die Aufgabenformate, bevor die Kinder eigenständig daran arbeiten.

Lösung: 1. T, 2. F, 3. F, 4. Because their animals need to have enough grass. / They have to move when there is not enough grass left for the animals. 5. They put the parts on the backs of their camels and horses. 6. To keep their homes high above the water and out of danger. 7. Reeds to build their houses. 8. Their neighbours by moving from island to island by boat. 9. Have to cross wooden bridges

3 Listen and look at the picture. Then number the words.

Während Sie die Audioaufnahme abspielen zeigen die Schülerinnen und Schüler auf die entsprechenden Einrichtungsgegenstände im Bild. Dann tragen die Kinder in Einzelarbeit die Ziffern in die Kästchen ein. Anschließend wird zur Kontrolle die Audioaufnahme noch einmal vorgespielt. Die Kinder sollen sich die Begriffe gut einprägen. Fordern Sie sie dann auf, die Wörter abzudecken. Sagen Sie nun eine Zahl. Die Schülerinnen und Schüler benennen den dazugehörigen Gegenstand.

Lösung: 1 curtains, 2 radiator, 3 a cupboard, 4 wardrobe, 5 carpet, 6 bedside table, 7 bed, 8 fridge, 9 cooker, 10 sink, 11 lamp, 12 sofa, 13 armchair, 14 rug, 15 table, 16 chair

TIPP

Erarbeiten Sie alle Wörter mithilfe der Illustration im Buch. Schreiben Sie die 16 Wörter auf Kärtchen und befestigen Sie diese an der Tafel. Geben Sie den Schülerinnen und Schülern etwas Zeit, um sich die Wörter einzuprägen. Entfernen Sie einige Kärtchen, während die Kinder die Augen schließen und lassen Sie sie die fehlenden nennen: *What's missing?* Dann schreiben die Schülerinnen und Schüler die Zahlen in die Kästchen vor den Wörtern und überprüfen ihre Lösungen mithilfe der Hörübung. Lassen Sie die Bücher schließen und die Kinder alle 16 Wörter aus dem Gedächtnis aufschreiben.

Work in pairs. One of you closes the book. Test each other.

Die Schülerinnen und Schüler arbeiten bei dieser Übung zu zweit. Zeigen Sie die Übung mit einem Kind vor. Die Übung kann folgendermaßen variiert werden: Lassen Sie die Kinder die Position der Möbel im Raum beschreiben: *Where's the sink? - It's on the right-hand side of the picture, next to the cooker* etc.

Worksheet 1 nach 1

3 Listen and repeat.

Lassen Sie die Kinder das Bild beschreiben. Fordern Sie sie auf, sich den Text nach dem Anhören gut zu merken. Die Kinder über zu zweit und sollten dann in der Lage sein, ein kurze Gedicht aufzusagen.

TIPP

Helfen Sie den Schülerinnen und Schülern, indem Sie einen *Skeleton text* an der Tafel notieren (nur die Anfangsbuchstaben in jeder Zeile, die Wörter werden von den Kindern ergänzt).

Look at the results of the group interview. Work in pairs. Ask questions with Who has got a ...? and Who hasn't got a ...?

Geben Sie den Gruppen ausreichend Zeit, die Tabelle zu besprechen und sich gegenseitig Fragen zu stellen.

Figure 36. RC English Step by Step Student's Book 2 (2024a, p. 104)(Appendix)

10
Skills Reading and writing

1 a Read the text. Where do you think it's from?

☐ a magazine about houses ☐ a children's book ☐ the front page of a newspaper

In the mood for
colour

Are you thinking of repainting your house? Yes? Then read our guide to colours before you start.

Colours can really change the way we feel:

- Warm colours (reds, oranges, yellows and purples) make a room feel warmer and more comfortable. Cool colours (blues and greens) make a room feel cooler.
- Dark colours make a room feel smaller and light colours make the room feel bigger.
- **Green** is a good colour for helping you think and concentrate.
- **Blue** is a colour that helps people feel calm and relaxed.
- **Red** is an exciting colour. It gives us more energy.
- **Yellow** is the happiest colour. It's great for making people feel good.

Before you change the colour of a room, think carefully about it. Is it a big or small room? What do people usually do in this room? Is the room usually for one person or is it a room that all the family use? Does the room get a lot of sunshine?

Questions like these will help you choose the perfect colour for each room and make your house the happiest it can be.

b Read the text again. Complete the sentences with one word.

- Purple is an example of a colour.
- Light colours are good when you want your room to seem
- is a good colour when you need to think a lot.
- usually makes people feel happy.
- can help people feel more relaxed.
- is not a good colour when you need to sleep.

2 Choose one of the rooms from the box. Think of a good colour for it and say why. Write a short paragraph (40–50 words).

kitchen living room dining room bedroom hall bathroom

Light yellow is a good colour for a hall. Halls are usually small, so a light colour helps it seem bigger. Yellow makes people happy and you always want happy people when they come into your house!

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WB p. 114

Figure 37. RC English Step by Step Teacher's Book 2 (2024, p. 104)(Appendix)

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Unit 10

Spielen Sie dann die Aufnahme ab, und die Schülerinnen und Schüler lesen mit. Sprechen Sie jede Zeile langsam vor und die Lernenden wiederholen sie. Wie schnell und genau können die Lernenden die Sätze sagen?

2 a Look at the pictures in 2b. Answer the questions.

In Zweiergruppen sehen sich die Schülerinnen und Schüler die Bilder an. Sie erstellen eine Liste der verschiedenen Möbelstücke auf jedem Bild. Dann sprechen sie über die Unterschiede. Überprüfen Sie die Antworten gemeinsam.

Lösung: 1 wardrobe, armchair, sofa, desk, chair, bookcase, bed, lamp, 2 In picture A there is no bed. In picture B there is no bookcase. In A, the wardrobe is green but in B it is blue with flowers on it. In picture A, the desk is in front of the window but in picture B the sofa is in front of the window. In picture A, the desk is green, in picture B it is brown.

b Listen to the dialogue. Tick the correct picture.

Sagen Sie den Schülerinnen und Schülern, dass sie nun einen Dialog hören werden. Sie sollen zuhören und das passende Bild ankreuzen. Spielen Sie die Aufnahme ab. Die Lernenden vergleichen ihre Ergebnisse zu zweit. Überprüfen Sie die Antwort im Anschluss gemeinsam.

Lösung: A

c Listen again. Circle T (True) or F (False).

Die Schülerinnen und Schüler lesen die Sätze. Spielen Sie die Aufnahme erneut ab, damit die Lernenden die Aufgabe bearbeiten können. Die Lernenden vergleichen paarweise und überprüfen dann gemeinsam mit Ihnen die Antworten.

Lösung: 1 T, 2 F, 3 T, 4 T, 5 F, 6 T

3 In pairs, find five things Patrick has changed in his room.

Bitten Sie die Lernenden, sich das Vorher- und Nachher-Bild von Patrick's Zimmer anzusehen. Fragen Sie sie, was er verändert hat. Sie arbeiten in Paaren zusammen, um fünf veränderte Dinge zu finden.

Lösung: 1 He's painted the door red. 2 He's moved the bookcase to the right of the room. 3 He's painted the bookcase white/pink. 4 He's moved the desk to the left of the room. 5 He's painted the walls dark blue.

Zusätzlicher Vorschlag

Die Kinder zeichnen Vorher-Nachher-Bilder von ihren eigenen Zimmern und schreiben einige Sätze darüber, wie sie diese verändert haben.

WB p. 113

CYBER Homework 38

Dialogue karaoke

S. 104 | Skills: Reading and writing

1 a Read the text. Where do you think it's from?

Fragen Sie die Schülerinnen und Schüler, welche Farben die Räume in ihrem Haus bzw. ihrer Wohnung haben. Fragen Sie, ob es bestimmte Farben gibt, die Menschen entspannter machen als andere und wo sie Informationen über die Bedeutung von Farben finden können. Die Schülerinnen und Schüler öffnen ihre Bücher, lesen den Text schnell und beantworten die Frage zusammen.

Lösung: a magazine about houses

b Read the text again. Complete the sentences with one word.

Die Schülerinnen und Schüler lesen die Sätze. Fordern Sie die Lernenden auf, den Text zu überfliegen und über die möglichen Wörter nachzudenken, die in die Lücken passen könnten. Sie tun dies in Zweiergruppen. Dann lesen sie einzeln den Text und finden die richtigen Wörter. Überprüfen Sie die Antworten im Anschluss gemeinsam.

Lösung: 1 warm, 2 bigger, 3 Green, 4 Yellow, 5 Blue, 6 Red

2 Choose one of the rooms from the box. Think of a good colour for it and say why. Write a short paragraph (40–50 words).

Die Schülerinnen und Schüler wählen einen Raum aus. Sie wählen eine passende Farbe für den Raum und erklären, warum sie diese Farbe gewählt haben. Die Lernenden tun dies zuerst mündlich und können es anschließend aufschreiben. Beim Schreiben ermutigen Sie die Kinder, zuerst zu überlegen, was sie schreiben wollen. Die Lernenden überprüfen ihre Arbeiten gegenseitig.

WB p. 114

Worksheet 3

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ENGLISH Step by Step 2 Teacher's Book © HELBLING LANGUAGES

Figure 38. RC Easy 2 Book (2024, p. 70) (Appendix)



Figure 39. RC Easy Book 2 (2024, p. 71) (Appendix)

A Hidden treasures in the attic

1 What can you find in the attic? Write down nouns that go with the adjectives. Think of things in your attic or in the Broomsticks' attic.

a long scarf	a broken
a big	a wooden
a small	a strange
an old	a beautiful
a soft	a spooky

2 Read the speech bubbles on page 70.

a) What is Mira looking for?

b) Tick (✓) true or false.

	True	False
1) Mira wants to go to her mum's wedding.		
2) Mira likes her mum's wedding dress.		
3) Freddy doesn't like Mira's outfit.		
4) Mira has got 2 age shoes on than Freddy.		
5) Together, Freddy and Mira are older than Grog's photo album.		
6) Grog was a big baby.		
7) There are a lot of old things in the attic.		

Figure 40. RC Easy Teacher's Guide 2 (2024, p. 81)(Appendix)

Tipps zur Arbeit mit den Tasks:

- 1 Sozialform: Einzelarbeit, dann vergleichen. Tipp: Kollokationen kommen oft zu kurz; daher so viele Nomen pro Adjektiv wie möglich finden und sammeln (schriftlich für visuellen Lerntyp und die korrekte Schreibweise).
- 2 Seite 70 gemeinsam lesen (Grog's Aussage "How time flies." übersetzen -> „Wie die Zeit verfliegt!“); Aufgabenstellung in Einzelarbeit erledigen. **W3 Follow-up:** Describe Mira's outfit! What is she wearing? Do you like her style? How does Freddy react to her outfit? Which other clothes are there in / in front of the open suitcase? Which of these should Mira wear for Lilly's birthday party?
- 3 a) Vorentlastung: Steigerungsformen auf den my new grammar-Seiten gemeinsam durcharbeiten. Tabelle dann in Einzelarbeit (leistungsstärkere Gruppen) bzw. im Klassenverband (leistungsschwächere Gruppen) ausfüllen. Lösungen schriftlich zwecks korrekter Schreibweise.
b) **W2** Zu jeder Regel-Zeile ein Bsp. finden lassen. **Follow-up** (zur Festigung): Lehrkraft kann z. B. 2 Stofftiere mitnehmen; SuS bilden Vergleiche. Alternativ Vergleiche mit Bildern aus dem Internet (Suchbegriff z. B. comparisons of animals).
- 4 **W2** Grob auf Sprachrichtigkeit überprüfen; freiwillig vorlesen lassen. Leistungsstärkere SuS ermutigen, nicht ausschließlich mit den vorgegebenen Phrasen (sondern mit dem Impulsbild als Ganzes) Sätze zu bilden.
- 5 Hörübung: Track 17; 1–2x vorspielen (je nach Bedarf), dann vergleichen. Tipp: auf magic wand hinweisen (Fehlerquelle)! Weitere Fragen zur Hörübung: Who is Grog's Scottish friend? (Nessie) Look at page 70 again: Can you find the bagpipes? What else can you see that has to do with Scotland? (Peter Pan, Nessie in a picture, map of Scotland, kilt, ...). **Follow-up:** Personalisierung -> What are your plans for the Easter holidays? What present would you be happy to get?

8.6 Focus analysis 2nd grade LC

Table 27. *LC Focus Analysis 2nd grade (Appendix)*

Category	Element	More! 2	English Step by Step 2	Easy 2
Task Description	Type of Receptive Task (LC/ RC)	Listening Comprehension	Listening Comprehension	Listening Comprehension
<u>Unit/ Chapter</u>	What is the context of the unit?	Unit 4 “What an animal” SBp36 The unit is about animals, adjectives to describe them and the comparative and superlative forms	Unit 6 “Wildlife” SBp63 The unit is about wild animals and their daily life and comparative forms	Unit 8 Topic 3 “Fantastic animals” Bp84 The unit is based on animals and keeping pets. The grammar focus is on as...as and the usage of much/many/few/little
	What is the context of the task	The task is based on a group discussion about a school mascot	The task is based on an interview about zoo animals	The task is based on a radio interview with an animal expert
	What is the title/ heading of the task?	The task does not have a specific title The page’s heading is “Taking part in a group discussion”	The task does not have a specific title The page’s heading is “Listening and speaking “	“Ask our expert”
<u>Layout</u>	How many components does the task have?	6 P36/15-18/a-c	3 p63/2 a-c	4 p85/1-2 a-c)
	Are there any pictures or additional content?	The main listening task is located in the lower section of the page. In the upper half there is a matching task	The task is located in the middle of the page. There is an additional pronunciation task on	The task is spread over two pages. The matching task is on the right half of

	○ Core element (the task depends on the visual) ○ Supportive (the visual supports the understanding) ○ Design element (the visual does not have practical implications)	which shows pictures of different animals. In the middle of the page there are boxes with phrases for a discussion and a picture of three kids. <u>Core/ supportive elements:</u> The pictures in the first task are core elements, because the task depends on them and the picture of the kids offers a visual scaffold for the students to envision a discussion	top of the analyzed task. <u>Core/Supportive element:</u> The aim of the first task is to put the pictures of different animals given in the order they are mentioned in the recording. The task would also work with the terms for the animals without the pictures. Therefore, the pictures provide a visual aid for the students.	the first page, and the instructions are on the left side of the second page. <u>Core element:</u> The pictures of the animals are a core element for the matching task and the table is a core element of the true/false task
<u>Skill Focus</u>	• Is the text/ recording used to introduce new language items (grammar and/ or vocabulary)	Phrases for discussions	Comparative forms	Foster topical vocabulary (revision section)
	• Is the type of learning inductive or deductive?	Deductive The phrases are given	Could be used inductively	Deductive
	Text/Audio type (dialogue, monologue...)	Dialogue (group discussion)	Dialogue (radio interview)	Dialogue (radio interview)
Focus reading	In depth analysis			
	• Word count	176	197	423
	• Sentence count	32	36	41
	• Token count	179	199	423

	Type count	89	87	170
	Type/ token ratio	0,50	0,44	0,40
	Flesch Reading Ease	92,45 (A2)	81,34 (B1+)	91,16 (A2+)
	Flesch-Kincaid Grade	1,75 (A1+)	3,29 (A2+)	3,11 (A2+)
	Gunning Fog index	4,70 (A2)	7,04 (B1)	5,73 (A2+)
Focus listening	In depth analysis			
	Duration	1:35	2:10	2:59
	Overall speech rate? (measured with Speech rate meter)	111 wpm 121 wpm articulation rate Speech duration 95 sec 0,42 phrase pauses	108 wpm 125 wpm (articulation rate) Speech duration 113 sec 0,49 phrase pauses	139 wpm 182 articulation rate Speech duration 175 sec 0,83 phrase pause
	Who is speaking?	Two main speakers (names unknown) Crowd in the background	Two main speakers Moderator Interviewee: Andrea	Two main speakers Moderator Expert: Malcolm Parrish
	Accent?	British	British	British
	Background noises?	People who are part of the discussion	Intro music Closing theme	Intro music Closing theme
	Examples of elisions or contractions	that's, they're, let's don't	Lions' n tigers	Isn't, it's that's, it's, I'm, didn't, mother's, they're, don't,
	Signs of natural conversation patterns (hesitation markers)	"So we should..." "Hmmm" "Uhhm" "Sorry" Clarification "uh-huh"	"So" "Really" "Oh" "Hahah"	"So" "Well"

<u>Appropriacy of the content</u>	Does the content match the expected A1 CEFR level? (textinspector)	VOCD 62,93 Lexical Diversity: A1 Lexical Sophistication A2+ Overall B1	VOCD 48,87 Lexical Diversity: A1 Lexical Sophistication A2+ Overall B1	VOCD 73,98 Lexical diversity A1+ Lexical Sophistication A2 Overall A2+
Task Objectives	Which objectives are stated in the unit and should be fulfilled in this task?	S know words for animals S know how to use the comparative and superlative forms S can use equative comparisons (as... as) S can describe animals and compare them S can understand and take part in a discussion	S know words for animals S know how to se comparative forms S know how to use equative comparisons S can describe animals and compare them S can agree and disagree in a discussion about animals	S know words for animals S can describe animals S can use equative comparisons (as... as)
Pre-Task Activities				
<u>Given instruction:</u>		“Read and match. Then listen and check” “Read through the useful language for a group discussion”	“a) Listen carefully. Which animal is the odd one out? b) In pairs, practice saying the animal words.”	“Look at the pets (1-12) on page 84. Can you name them all”
<u>Task format/ question types:</u>		Matching task Language boxes (reading)	Single choice Oral repetition	Matching task Integrated speaking/ writing TB
<u>What is the learner expected to do?</u>	What is the learner’s discourse role?	Scripted response (match) Initiate (add ideas)	Scripted response (match & repeat)	Scripted response (match)
	What does the learner focus on?	Meaning	Meaning/form relationship (pronunciation)	Meaning

	What mental processes are involved?	Retrieve from LTM (recall vocabulary) Decode semantic meaning	Analyze language form Repeat identically	Retrieve from LTM (recall vocabulary) Decode semantic meaning
<u>Who with?</u>	Learner-teacher? Learner -learner? Whole class?	Learners individually simultaneously Teacher and learners	Learners individually simultaneously Learners in pairs <i>TB: Teacher and learners</i>	Learners individually simultaneously <i>TB: Teacher and learners</i>
<u>With what content?</u>	Form of input? (graphic, written, aural)	Graphic Words/phrases/sentences: numbering	Words: written & aural	Graphic Words: written
	Source of the input? (book, teacher, learners)	Materials (coursebook)	Materials (coursebook)	Materials (coursebook) <i>TB: Internet (research)</i>
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Linguistic items	Linguistic items	Linguistic items
	Expected form of output? (graphic, written...)	Number pictures Words/ phrases/ sentences/ oral	Words/ phrases/ sentences/ oral	Words/ phrases/ sentences/ oral
	Output based on?	Materials, learners	Materials	Materials
	Type of output	Linguistic items	Linguistic items	Linguistic items <i>TB: Extended discourse: written/oral (text+ presentation)</i>
<u>Skills Development</u>	Which skills are targeted? (RC: skimming, scanning...)	Planning Monitoring Evaluating Listening for details	Planning Monitoring Evaluating Problem solving	<i>Planning Monitoring Evaluating</i>

	(LC: cognitive, metacognitive, socioaffective)		Listen for details	
	Teacher's book comments	Collecting suitable adjectives for the animals Discussing the given phrases and collecting additional ones	Explaining pronunciation rules – e.g word monkey – which syllable is stressed Playing the recording twice Practicing pronunciation with the learners	Letting students research adjectives/ animals on the internet (videos with sounds) Letting students draw their own animals, write about them and present them to class Asking the students about the plural forms
While-Task Activities				
<u>Given instruction:</u>		“Listen to the group discussion and answer the questions 1) What are they talking about? What suggestions do they make and why? 2) Listen again. Which of the language suggestions in 16 do they use in the discussion? Take notes. Share your notes with a partner.”	“a) Listen to the interview. Put the pictures in the order you hear them. There is one extra picture.” b) Listen again. Circle T (True) and F (false).”	“A radio interview a) Listen and tick (✓) on page 84 all the pets they are talking about. b) Listen again. Then tick (✓) true or false.”
<u>Task format/ question types</u>		Open questions	Sequencing True/ false	Matching task True/ false

What is the learner expected to do?	What is the learner's discourse role?	Scripted response	Scripted response (matching & T/F)	Scripted response (T/F)
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Decode semantic meaning Select information	Decode semantic meaning Repeat identically Select information	Decode semantic meaning Select information
Who with?	Learner-teacher? Learner-learner? Whole class?	Learners individually simultaneously Learners in pairs (compare)	Learners individually simultaneously <i>TB: Learners in pairs/ Teacher and learners (compare)</i>	Learners individually simultaneously <i>TB: Teacher and learners (compare)</i>
With what content?	Form of input? (graphic, written, aural)	Extended discourse: aural	Words: written & aural Extended discourse: aural	Graphic Extended discourse: aural
	Source of the input? (book, teacher, learners)	Materials (coursebook)	Materials (coursebook)	Materials (coursebook) <i>TB: Internet</i>
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Fiction (class discussion)	Fiction	Fiction Linguistic item
	Expected form of output? (graphic, written...)	Words/ phrases/ sentences: oral	Order pictures Circle answer	Tick answer (T/F)
	Output based on?	Materials (pre-task)	Materials	Materials (pre- task) <i>TB: Internet</i>
	Type of output	Fiction	Fiction	Fiction
	Task Support Is there scaffolding to support students during the task and if yes, what type?	Lexical frames	Graphic visualizer Collaborative support (Pair work)	Lexical frames (vocabulary box)

	Skills Development Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective)	Planning Monitoring Problem solving Evaluating Listen for global understanding Listen for details Listen for main ideas Listen and infer Listen and predict Listen selectively	Planning Monitoring Problem solving Evaluating Listen for global understanding Listen for details Listen for main ideas Listen and infer Listen and predict Listen selectively	Listen for details Listen for global understanding Listen for main ideas Listen and infer Listen and predict Listen selectively
	Teacher's book comments	Playing the recording multiple times and stopping it in between if necessary Letting S take notes	Telling the students that there is an extra picture Letting S listen again and comparing their answers in pairs before comparing them in a plenary setting Optionally: Provide S with tapescript or let them correct the mistakes	Asking S: What does a pet is not a toy mean? Searching on YouTube: "moral stories about pets for kids" Comparing results
Post-Task Activities				

<u>Given instruction:</u>		a) “Work in groups. Imagine your class needs to decide on an animal as a mascot for the school volleyball team. Use the language in 16. b) Think about your discussion. What was easy or difficult? How can you make it even better? c) Work in groups again. Imagine your class needs to decide on an animal as a class mascot for the school football team. You can suggest other animals too.”	“Imagine you went on a trip to the zoo. In pairs: - Talk about what animals you saw - Compare the animals - Describe your favourite animals”	“Correct the false sentences”
<u>Task format/ question types:</u>		Integrated speaking activity	Integrated speaking activity	Integrated writing
<u>What is the learner expected to do?</u>	What is the learner’s discourse role?	Initiate (free discussion)	Initiate (free discussion)	Scripted response
	What does the learner focus on?	Meaning	Meaning	Meaning
	What mental processes are involved?	Repeat with expansion Express own ideas Negotiate	Repeat with expansion (form own sentences based on a given example)	Repeat with transformation Select information
<u>Who with?</u>	Learner-teacher? Learner -learner?	Learners in groups	Learners in pairs	Learners individually simultaneously

	Whole class?	Learners individually simultaneously		Teacher and learners
<u>With what content?</u>	Form of input? (graphic, written, aural)	(Extended discourse: aural) Words/ phrases/ sentences: written	Sentences (speaking prompt)	(Extended discourse: aural) Sentences: written
	Source of the input? (book, teacher, learners)	Materials Learners	Materials Learners	Materials
	Type of input (metalinguistic comment, linguistic item, (non)-fiction, song)	Personal information/ opinion	Personal information	fiction
	Expected form of output? (graphic, written...)	Extended discourse: oral	Extended discourse: oral	Sentences: written
	Output based on?	Learners, materials	Learners	Materials
	Type of output	Personal information/ opinion	Personal information/ opinion	Linguistic items
	Skills Development Which skills are targeted? (RC: skimming, scanning...) (LC: cognitive, metacognitive, socioaffective)	Planning Monitoring Problem solving Evaluation Listening for main ideas	Planning Monitoring Problem solving Evaluation Listening for main ideas	Monitoring Problem solving Listen for details
	Teacher's book comments	Reminding the students to use the given phrases for their discussion and providing support Collecting the students' reflections about their discussions on the board Reflecting together on their second discussion and	Letting S take notes about their trip to the zoo. Encouraging them to build pairs and talk about their favorite animals and their zoo trip.	Writing down the solutions on the board

		letting some groups present their outcomes		
Overall Evaluation	Strengths	The tasks offer different kinds of scaffolding (lexical, graphical) The task offers possibilities for students to reflect on the success of their language usage and their arguments and the task repetition might lead to less L1 use	The activity consists of comprehension tasks, which will be important for the exam (test practice) The task involves listening twice – starting with a general focus and leading to listening for details, inferring and predicting meaning	The task offers visual scaffolds and demands the learner to work with the listening content in three different ways. Signs of authentic communication
	Weaknesses Are there areas for improvement?	In the post-listening task, the first and the third prompt are almost the same, which might lead the students to repeat their previous arguments, but it could also lead to less L1 use Include more explicit strategy instruction and reflection	Not many signs of authentic communication – seems rather scripted No reflection about the listening process Include explicit strategy instruction and reflection	The post-task given in the book could be more reflective Include explicit strategy instruction and reflection
	Overall Effectiveness How effective are the receptive tasks to achieve the learning objectives?	The tasks are suitable to achieve the learning goals, since they confront the students with topical vocabulary and phrases as well as an example of a discussion and two tasks	The pre-task offers insights into pronunciation, which is essential for the comprehension of the listening task Two kinds of while tasks are beneficial for	The task offers a variety of task formats, and if the TB comments are taken into account, it also offers reflective aspects

		which let them practice participating in a discussion.	using different foci of listening The post task delivers opportunities for meaningful language use	
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Figure 41. *LC More! Student's Book 2 (2024b, p. 36)*
(Appendix)

SPEAKING & LISTENING Talking part in a group discussion

1/72

15 Read and match. Then listen and check.

1 cheetah 2 fox 3 lion 4 leopard 5 ladybird 6 antelope 7 dolphin 8 owl

16 Read through the useful language for a group discussion:

Making suggestions and giving reasons:

*I think the ... would be a good mascot because ...
It is ...er than a ...
It isn't as ... as ...
Let's choose ...
Do you know what I think?*

Asking to give reasons:

*Can you say why you think so?
Are you sure about that?
Why do you think so?*

Making simple remarks to show that you follow:

*I see.
I see what you mean.
OK.
I understand.
Good point.*

Asking for repetition:

*Sorry?
Can you say that again, please?*

Inviting others to speak:
*What do you think, (Tom)?
Do you agree, (Tina)?*

1/72

17 Listen to the group discussion and answer the questions.

- What are they talking about? What suggestions do they make and why?
- Listen again. Which of the language suggestions in 16 do they use in the discussion? Take notes. Share your notes with a partner.

18 a Work in groups. Imagine your class needs to decide on an animal as a mascot for the school volleyball team. Use the language in 16.

b Think about your discussion. What was easy or difficult? How can you make it even better?

c Work in groups again. Imagine your class needs to decide on an animal as a mascot for the school football team. You can suggest other animals too.

Figure 42. *LC More! Teacher's Book 2 (2024c, p. 41)(Appendix)*

11 Read and match. Then listen and check.

Geben Sie den Kindern kurz Zeit, die Wörter aus der Box den Tieren zuzuordnen. Spielen Sie zur Überprüfung dann die Audioaufnahme vor. Im Anschluss sammeln die Lernenden zu jedem der Tiere verschiedene Adjektive bzw. vergleichen die Tiere miteinander. Dies dient als Vorbereitung zur Übung 12.

Lösung: A 6, B 1, C 7, D 4, E 8, F 3, G 2, H 5



Dialogue karaoke

12 Listen to a group discussion and answer the questions.

Spielen Sie die Audioaufnahme ab und lassen Sie die Kinder Notizen machen. Stellen Sie die Aufnahme gegebenenfalls zwischendurch ab, bzw. spielen Sie sie mehrmals ab.

Lösung: They want to find the best mascot for the school's swimming team.
goldfish (Because they can swim faster than all the other animals. And they're nicer too.)
crocodile (Because they are dangerous. So the kids from other schools are scared.)
fox (Because they are cleverer than all the other animals.)



12345678

13 Work in groups. Imagine your class needs to decide on an animal as a mascot for the school volleyball team. Use the language in 11.

Teilen Sie die Klasse in Kleingruppen. Geben Sie ihnen ausreichend Zeit für die Diskussion und geben Sie ggf. Hilfestellung. Erinnern Sie die Kinder auch daran, die in 11 besprochenen Phrasen zu verwenden.

b Think about your discussion. What was easy or difficult? How can you make it even better?

Sammeln Sie Rückmeldungen von allen Gruppen und besprechen Sie diese mit allen Schülerinnen und Schülern gemeinsam, um ihre Diskussionsfähigkeiten zu reflektieren und sich zu verbessern. Es empfiehlt sich, die Vorschläge an der Tafel aufzuschreiben und stehen zu lassen, damit die Kinder in Übung c darauf zurückgreifen können.



12345678

c Work in groups again. Imagine your class needs to decide on an animal as a mascot for the school football team. You can suggest other animals too.

Lassen Sie die Kinder ein weiteres Mal in Gruppen ein Team-Maskottchen erarbeiten. Besprechen Sie dann gemeinsam, ob die Kinder das Gefühl haben, dass die Diskussion besser verlief. Im Anschluss daran können Sie einzelne Gruppen bitten, ihr Maskottchen vor der Klasse zu präsentieren.



12345678

14 Listen and sing.

Spielen Sie den Song mehrmals vor und singen Sie gemeinsam mit. Die Strophen können in der Klasse aufgeteilt werden; die Gruppen singen anschließend abwechselnd. Sie können auch die Playback-Version nutzen.



12345678

15 Read through the useful language for a group discussion.

Geben Sie mit den Schülerinnen und Schülern gemeinsam die useful phrases durch und ermuntern Sie sie, die Liste mit weiteren Phrasen zu ergänzen.



12345678

16 Listen to a group discussion and answer the questions.

Spielen Sie die Audioaufnahme ab und lassen Sie die Kinder Notizen machen. Stellen Sie die Aufnahme gegebenenfalls zwischendurch ab, bzw. spielen Sie sie mehrmals ab.

Lösung: They want to find the best mascot for the school's swimming team.
goldfish (Because they can swim faster than all the other animals. And they're nicer too.)
crocodile (Because they are dangerous. So the kids from other schools are scared.)
fox (Because they are cleverer than all the other animals.)



12345678

17 Work in groups. Imagine your class needs to decide on an animal as a mascot for the school volleyball team. Use the language in 11.

Teilen Sie die Klasse in Kleingruppen. Geben Sie ihnen ausreichend Zeit für die Diskussion und geben Sie ggf. Hilfestellung. Erinnern Sie die Kinder auch daran, die in 11 besprochenen Phrasen zu verwenden.

b Think about your discussion. What was easy or difficult? How can you make it even better?

Sammeln Sie Rückmeldungen von allen Gruppen und besprechen Sie diese mit allen Schülerinnen und Schülern gemeinsam, um ihre Diskussionsfähigkeiten zu reflektieren und sich zu verbessern. Es empfiehlt sich, die Vorschläge an der Tafel aufzuschreiben und stehen zu lassen, damit die Kinder in Übung c darauf zurückgreifen können.



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18 Work in groups again. Imagine your class needs to decide on an animal as a mascot for the school football team. You can suggest other animals too.

Lassen Sie die Kinder ein weiteres Mal in Gruppen ein Team-Maskottchen erarbeiten. Besprechen Sie dann gemeinsam, ob die Kinder das Gefühl haben, dass die Diskussion besser verlief. Im Anschluss daran können Sie einzelne Gruppen bitten, ihr Maskottchen vor der Klasse zu präsentieren.



12345678

19 Read through the useful language for a group discussion.

Geben Sie mit den Schülerinnen und Schülern gemeinsam die useful phrases durch und ermuntern Sie sie, die Liste mit weiteren Phrasen zu ergänzen.



12345678

20 Listen to a group discussion and answer the questions.

Spielen Sie die Audioaufnahme ab und lassen Sie die Kinder Notizen machen. Stellen Sie die Aufnahme gegebenenfalls zwischendurch ab, bzw. spielen Sie sie mehrmals ab.

Lösung: They want to find the best mascot for the school's swimming team.
goldfish (Because they can swim faster than all the other animals. And they're nicer too.)
crocodile (Because they are dangerous. So the kids from other schools are scared.)
fox (Because they are cleverer than all the other animals.)



12345678

21 Work in groups. Imagine your class needs to decide on an animal as a mascot for the school volleyball team. Use the language in 11.

Teilen Sie die Klasse in Kleingruppen. Geben Sie ihnen ausreichend Zeit für die Diskussion und geben Sie ggf. Hilfestellung. Erinnern Sie die Kinder auch daran, die in 11 besprochenen Phrasen zu verwenden.

b Think about your discussion. What was easy or difficult? How can you make it even better?

Sammeln Sie Rückmeldungen von allen Gruppen und besprechen Sie diese mit allen Schülerinnen und Schülern gemeinsam, um ihre Diskussionsfähigkeiten zu reflektieren und sich zu verbessern. Es empfiehlt sich, die Vorschläge an der Tafel aufzuschreiben und stehen zu lassen, damit die Kinder in Übung c darauf zurückgreifen können.



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22 Work in groups again. Imagine your class needs to decide on an animal as a mascot for the school football team. You can suggest other animals too.

Lassen Sie die Kinder ein weiteres Mal in Gruppen ein Team-Maskottchen erarbeiten. Besprechen Sie dann gemeinsam, ob die Kinder das Gefühl haben, dass die Diskussion besser verlief. Im Anschluss daran können Sie einzelne Gruppen bitten, ihr Maskottchen vor der Klasse zu präsentieren.



12345678

23 Read through the useful language for a group discussion.

Geben Sie mit den Schülerinnen und Schülern gemeinsam die useful phrases durch und ermuntern Sie sie, die Liste mit weiteren Phrasen zu ergänzen.



12345678

24 Listen to a group discussion and answer the questions.

Spielen Sie die Audioaufnahme ab und lassen Sie die Kinder Notizen machen. Stellen Sie die Aufnahme gegebenenfalls zwischendurch ab, bzw. spielen Sie sie mehrmals ab.

Lösung: They want to find the best mascot for the school's swimming team.
goldfish (Because they can swim faster than all the other animals. And they're nicer too.)
crocodile (Because they are dangerous. So the kids from other schools are scared.)
fox (Because they are cleverer than all the other animals.)



12345678

25 Work in groups. Imagine your class needs to decide on an animal as a mascot for the school volleyball team. Use the language in 11.

Teilen Sie die Klasse in Kleingruppen. Geben Sie ihnen ausreichend Zeit für die Diskussion und geben Sie ggf. Hilfestellung. Erinnern Sie die Kinder auch daran, die in 11 besprochenen Phrasen zu verwenden.

b Think about your discussion. What was easy or difficult? How can you make it even better?

Sammeln Sie Rückmeldungen von allen Gruppen und besprechen Sie diese mit allen Schülerinnen und Schülern gemeinsam, um ihre Diskussionsfähigkeiten zu reflektieren und sich zu verbessern. Es empfiehlt sich, die Vorschläge an der Tafel aufzuschreiben und stehen zu lassen, damit die Kinder in Übung c darauf zurückgreifen können.



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26 Work in groups again. Imagine your class needs to decide on an animal as a mascot for the school football team. You can suggest other animals too.

Lassen Sie die Kinder ein weiteres Mal in Gruppen ein Team-Maskottchen erarbeiten. Besprechen Sie dann gemeinsam, ob die Kinder das Gefühl haben, dass die Diskussion besser verlief. Im Anschluss daran können Sie einzelne Gruppen bitten, ihr Maskottchen vor der Klasse zu präsentieren.



12345678

Figure 43. *LC English Step by Step Student's Book 2* (2024a, p. 63)(Appendix)

Skills Listening and speaking
6

Sounds right Word stress

1 a Listen carefully. Which animal is the odd one out?

monkey

lion

rhino

tiger

hippo

giraffe

camel

zebra

b In pairs, practise saying the animal words.

2 a Listen to the interview. Put the pictures in the order you hear them. There is one extra picture.








b Listen again. Circle T (True) or F (False).

1. Andrea thinks tigers are scarier than lions.	T / F
2. She says tigers are cute.	T / F
3. Tigers aren't dangerous.	T / F
4. Snakes are more dangerous than hippos.	T / F
5. Andrea's dad is as funny as a monkey.	T / F
6. Elephants aren't as big as a car.	T / F

3 Imagine you went on a trip to the zoo. In pairs:

- talk about what animals you saw
- compare the animals
- describe your favourite animals

Today I saw a camel, a zebra and a giraffe! I think camels are really interesting. Camels are more interesting than elephants.

Wow, that's cool. I think camels are scary.

 CYBER Homework 22
 WB p. 68
63

Figure 44. *LC English Step by Step Teacher's Book 2* (2024, p. 70)(Appendix)

Skills Reading and writing

1 a Read the job advertisement.

Fragen Sie die Schülerinnen und Schüler, ob sie wissen, was ein *volunteer* ist oder erklären Sie, dass dies jemand ist, der hilft und seine Zeit kostenlos zur Verfügung stellt. Fragen Sie, ob jemand schon einmal Freiwilligenarbeit geleistet hat oder wessen Eltern dies bereits getan haben. Sagen Sie den Schülerinnen und Schülern, dass sie eine Anzeige über ehrenamtliche Arbeit in einem Tierpark lesen werden. Bringen Sie ihnen vorher die folgenden Wörter bei: *place, tent, free, members, gift shop*. Dann lesen die Lernenden den Text. Fragen Sie abschließend: *Who's interested?*

b Read the text again. Answer the questions.

Die Schülerinnen und Schüler lesen nun die Fragen. Überprüfen Sie, ob alle verstanden haben, was sie zu tun haben. Die Lernenden lesen den Text nun langsamer, um die Antworten zu finden.

Lösung: 1 over the summer holidays, 2 feed a baby tiger, 3 watch zebras playing together and see how monkeys like to sleep, 4 in tents in the park, 5 There are special lessons about animals, 6 free park tickets for all family members, 7 6 hours, 8 a giraffe

Zusätzlicher Vorschlag

In Zweiergruppen besprechen die Schülerinnen und Schüler, was ihrer Meinung nach der größte Vorteil einer ehrenamtlichen Tätigkeit im Tierpark ist.

2 Fill out the form to apply for the job of Animal Park Volunteer (60–80 words).

Bitten Sie die Schülerinnen und Schüler, die Informationen zu lesen, die sie vervollständigen müssen. Geben Sie ihnen ausreichend Zeit zum Nachdenken. Die Lernenden arbeiten einzeln. Anschließend überprüfen sie gegenseitig ihre Arbeiten auf Rechtschreibung, Zeichensetzung, Vokabeln und Grammatik.

3 Imagine you went on a trip to the zoo.

Bitten Sie die Lernenden, sich vorzustellen, dass sie einen Schulausflug in einen Zoo gemacht haben. Bitten Sie die Kinder, über die Tiere, die sie gesehen haben, nachzudenken, sie zu vergleichen und über ihre Lieblingstiere aus dem Zoo zu sprechen. Geben Sie den Schülerinnen und Schülern Zeit, über ihre Antworten nachzudenken, ermutigen Sie die Kinder, einige Schlüsselwörter zu notieren, und lassen Sie ihnen Zeit zum Üben. Bilden Sie dann Paare und lassen Sie diese ihre Geschichten über den Zoobesuch und die Tiere, die sie gesehen haben, erzählen.

Tipps zur Differenzierung

Als zusätzliche Unterstützung können Sie den Schülerinnen und Schülern das Tapescript zur Verfügung stellen.

Als zusätzliche Herausforderung können Sie die Schülerinnen und Schüler bitten, die falschen Sätze zu korrigieren.

b In pairs, practise saying the animal words.

Bilden Sie Paare und üben Sie mit den Schülerinnen und Schülern die Aussprache dieser Wörter. Spielen Sie die Aufnahme bei Bedarf noch einmal ab.

2 a Listen to the interview. Put the pictures in the order you hear them. There is one extra picture.

Die Schülerinnen und Schüler hören sich ein Podcast-Interview über ein Mädchen an, das einen Zoo besucht hat. Sie spricht über verschiedene Tiere. Die Lernenden hören zu und nummerieren die Tiere in der Reihenfolge, in der sie genannt werden. Weisen Sie darauf hin, dass es ein zusätzliches Bild gibt. Spielen Sie die Aufnahme ab. Überprüfen Sie die Antworten dann gemeinsam.

Lösung: A - B 4, C 5, D 3 E 1, F 2

b Listen again. Circle T (True) or F (False).

Die Schülerinnen und Schüler lesen die Sätze. Spielen Sie die Aufnahme erneut ab und lassen Sie die Lernenden entscheiden, ob die Sätze wahr oder falsch sind. Die Lernenden überprüfen die Antworten in Paaren und anschließend mit der Klasse gemeinsam.

Lösung: 1 F, 2 T, 3 F, 4 F, 5 T, 6 F

WB p. 68  CYBER Homework 22

 Dialogue karaoke

WB p. 69  Worksheet 3

 CYBER Homework 22
 WB p. 68
70

Figure 45. LC Easy Book 2 (2024, p. 84) (Appendix)

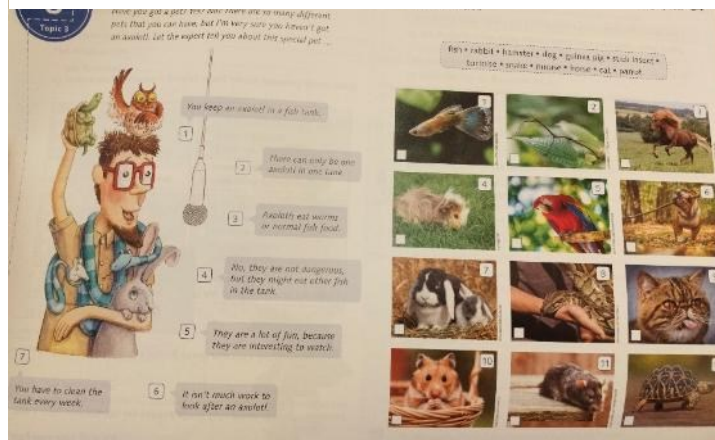


Figure 46. LC Easy Book 2 (2024, p. 85) (Appendix)

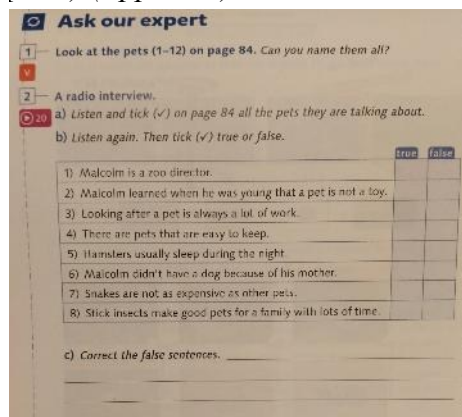


Figure 47. LC Easy Teacher's Guide 2 (2024, p. 95) (Appendix)

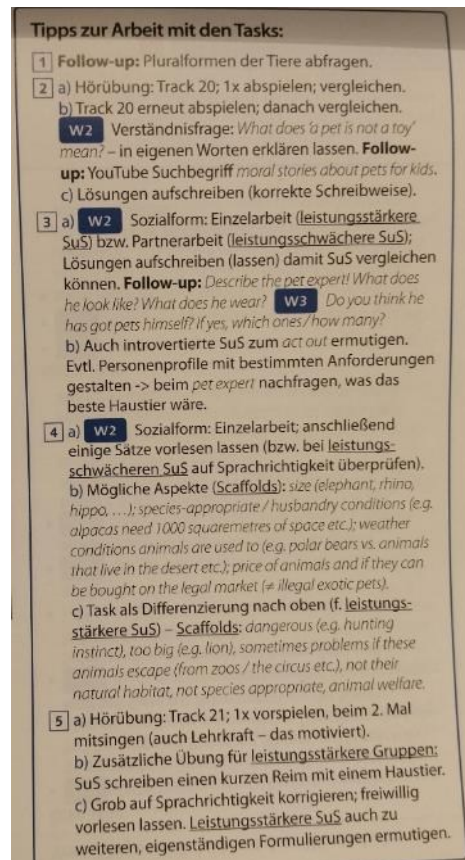
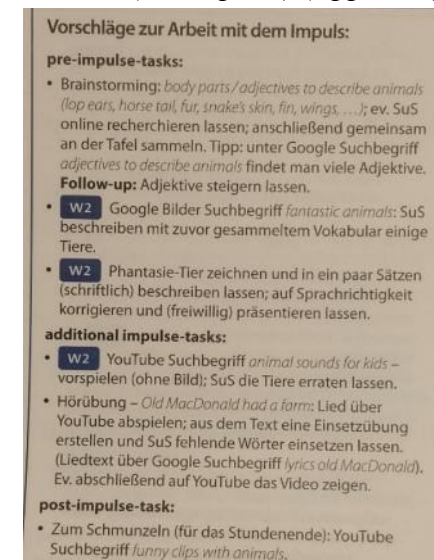


Figure 48. LC Easy Teacher's Guide 2 (2024, p. 94) (Appendix)



8.7 Definitions by Littlejohn (1992, 2011)

Figure 49. *Definitions for the framework (Littlejohn, 2011, p. 208) (Appendix)*

Figure 8.11

I. WHAT IS THE LEARNER EXPECTED TO DO?		
FEATURE	DEFINITION	EXAMPLE
A. TURN-TAKE	the learner's discourse role and discourse control	
1. initiate	the learner is expected to express what he/she wishes to say without a script of any kind	free discussion
2. scripted response	the learner is expected to express him/herself through language which has been narrowly defined	guided writing
3. not required	the learner is not expected to initiate or respond	listen to explanation
B. FOCUS	where the learner is to concentrate his/her attention	
4. language system	a focus on rules or patterns	substitution tables
5. meaning	a focus on the message of the language being used	comprehension questions
6. meaning/system/form relationship	a focus on the relationship between form and meaning	tracing anaphora
C. OPERATION	what the mental process involves	
7. repeat identically	the learner is to reproduce exactly what is presented	oral repetition
8. repeat selectively	learner is to choose before repeating given language.	dialogue frames
9. repeat with substitution	the learner is to repeat the basic pattern of given language but replace certain items with other given items	substitution drills
10. repeat with transformation	the learner is to apply a (conscious or unconscious) rule to given language and to transform it accordingly	change statements into questions
11. repeat with expansion	the learner is given an outline and is to use that outline as a frame within which to produce further language	composition outlines
12. retrieve from STM/working memory	the learner is to recall items of language from short-term memory/working memory, that is, within a matter of seconds	oral repetition
13. retrieve from LTM	the learner is to recall items from a time previous to the current lesson	recall vocabulary from last lesson
14. formulate items into larger unit	the learner is to combine recalled items into, e.g., complete sentences, necessitating the application of consciously or unconsciously held language rules	discussion

(cont.)

Figure 50. *Definitions for the framework (Littlejohn, 2011, p. 209) (Appendix)*

Figure 8.11 *(cont.)*

32. learners with whole class simultaneously	learners are to perform an operation in concert with the whole class	choral repetition
33. learners individually simultaneously	learners are to perform an operation in the company of others but without immediate regard to the manner/pace with which others perform the same operation	learners individually do a written exercise
34. learners in pairs/groups; class observing	learners in pairs or small groups are to interact with each other whilst the rest of the class listens	a group 'acts out' a conversation
35. learners in pairs/groups, simultaneously	learners are to interact with each other in pairs/groups in the company of other pairs/groups	learners discuss in groups
36. learner individually outside the class	the learner is to work alone, using content not supplied by the materials	gathering information for a personal project
III. WITH WHAT CONTENT?		
A. INPUT TO LEARNERS		
a. Form		
form of content offered to learners		
37. graphic	pictures, illustrations, photographs, diagrams, etc.	a world map
38. words/phrases/sentences: written	individual written words/phrases/sentences	a list of vocabulary items
39. words/phrases/sentences: aural	individual spoken words/phrases/sentences	prompts for a drill
40. extended discourse: written	texts of more than 50 written words which cohere, containing supra-sentential features	a written story
41. extended discourse: aural	texts of more than 50 spoken words which cohere, containing supra-sentential features	a dialogue on tape
b. Source		
where the content comes from		
42. materials	content (or narrowly specified topic) supplied by the materials	dialogue/text in the coursebook
43. teacher	content (or narrowly specified topic) supplied by the teacher	teacher recounts own experiences
44. learner(s)	content (or narrowly specified topic) supplied by the learner(s)	learner recounts own experiences
45. outside the course/lesson	content not supplied in the classroom or via the materials	encyclopedia
c. Nature		
type of content		
46. metalinguistic comment	comments on language use, structure, form or meaning	a grammatical rule
47. linguistic items	words/phrases/sentences carrying no specific message	a vocabulary list
48. non-fiction	factual texts/information	a text about a foreign culture
49. fiction	fictional texts	dialogue between imaginary characters

(cont.)

Figure 51. *Definitions for the framework (Littlejohn, 2011, p. 210) (Appendix)*

Figure 8.11 *(cont.)*

15. decode semantic/propositional meaning	the learner is to decode the 'surface' meaning of given language	read a text for its meaning
16. select information	the learner is to extract information from a given text	answer questions by reading a text
17. calculate	the learner is to perform mathematical operations	solve maths problem
18. categorise selected information	the learner is to analyse and classify information selected through operation 17	sort information into groups
19. hypothesise	the learner is to hypothesise an explanation, description, solution or meaning of something	deduce meanings from context
20. compare samples of language	the learner is to compare two or more sets of language data on the basis of meaning or form	compare accounts of the same event
21. analyse language form	the learner is to examine the component parts of a piece of language	find the stressed syllable in a word
22. formulate language rule	as 20, but learner is to hypothesise a language rule	devise grammar rule
23. apply stated language rule	the learner is to use a given language rule in order to transform or produce language	change direct to reported speech
24. apply general knowledge	the learner is to draw on knowledge of 'general facts' about the world	answer questions on other countries
25. negotiate	the learner is to discuss and decide with others in order to accomplish something	in groups, write a set of instructions
26. review own FL output	the learner is to check his/her own foreign language production for its intended meaning or form	check own written work
27. attend to example/explanation	the learner is to 'take notice of' something	listen to a grammar explanation
28. research	personally find relevant information from sources not provided in the classroom	look for information relevant to a personal project
29. express own ideas/information	using the target language, express personal opinions, knowledge or other ideas	propose a solution to a complex problem
II. WHO WITH?		
30. teacher and learner(s), whole class observing	the teacher and selected learner(s) are to interact	a learner answers a question; other learners listen
31. learner(s) to the whole class	selected learner(s) are to interact with the whole class, including the teacher	learner(s) feed back on groupwork

(cont.)

Figure 52. *Definitions for the framework (Littlejohn, 2011, p. 211) (Appendix)*

Figure 8.11 (cont.)

50. personal information/opinion	learner's own personal information or opinion	details of learner's interests
51. song	words/sentences set to music	song
B. EXPECTED OUTPUT FROM THE LEARNERS		
a. Form	form of content to be produced by learner	
52. graphic	pictures, illustrations, photographs, diagrams, etc.	a plan of one's house
53. words/phrases/sentences	individual written words/phrases/sentences	write sentences using a specified word
54. words/phrases/sentences: oral	individual spoken words/phrases/sentences	response to a drill
55. extended discourse: written	texts of more than 50 written words which cohere, containing supra-sentential features	a story in writing
56. extended discourse: oral	texts of more than 50 written words which cohere, containing supra-sentential features	an oral account of an event
b. Source	where the content originally comes from	
57. materials	content (or narrowly specified topic) supplied by the materials	dialogue/text in the coursebook
58. teacher	content (or narrowly specified topic) supplied by the teacher	teacher dictates a personal text
59. learner(s)	content (or narrowly specified topic) supplied by the learner(s)	learner recounts own experiences to other learners
60. outside the course/lesson	content not supplied in the classroom or via the materials	encyclopedia
c. Nature	type of content	
61. metalinguistic comment	comments on language use, structure, form or meaning	a grammatical rule
62. linguistic items	words/phrases/sentences carrying no specific message	naming objects
63. non-fiction	factual texts/information	knowledge from other areas
64. fiction	fictional texts	a story
65. personal information/opinion	learner's own personal information or opinion	details of learner's interests
66. song	words/sentences set to music	song