



Integrated Reading and Writing Support in Vocational Education

VG-SPS-RP-15-36-013584

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



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Outputs of the project

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

Output 1: Report impact reading writing (cancelled)

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

Output 3: Needs analysis & evaluation instruments

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

Output 5: Scenario-based reading and writing classroom materials

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

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



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Introduction

What is the purpose of the Guidelines?

This guidelines have been created by educational scientists, in-service-teacher trainers and teachers in vocational education and training (VET). They have been tested by teachers and they have been adapted based on teacher feedback. The guidelines presents the essential components of a scenario and the relationship between them. They provides essential information on how to integrate reading and writing in situated learning approaches. The guidelines are based on concepts of reading and writing support, research results and experience gained in the project so far, in working with both VET learners and their teachers. Thus, they provides a clear structure for the planning of vocational education lessons and the development of literacy skills.

Who could use the Guidelines?

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

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

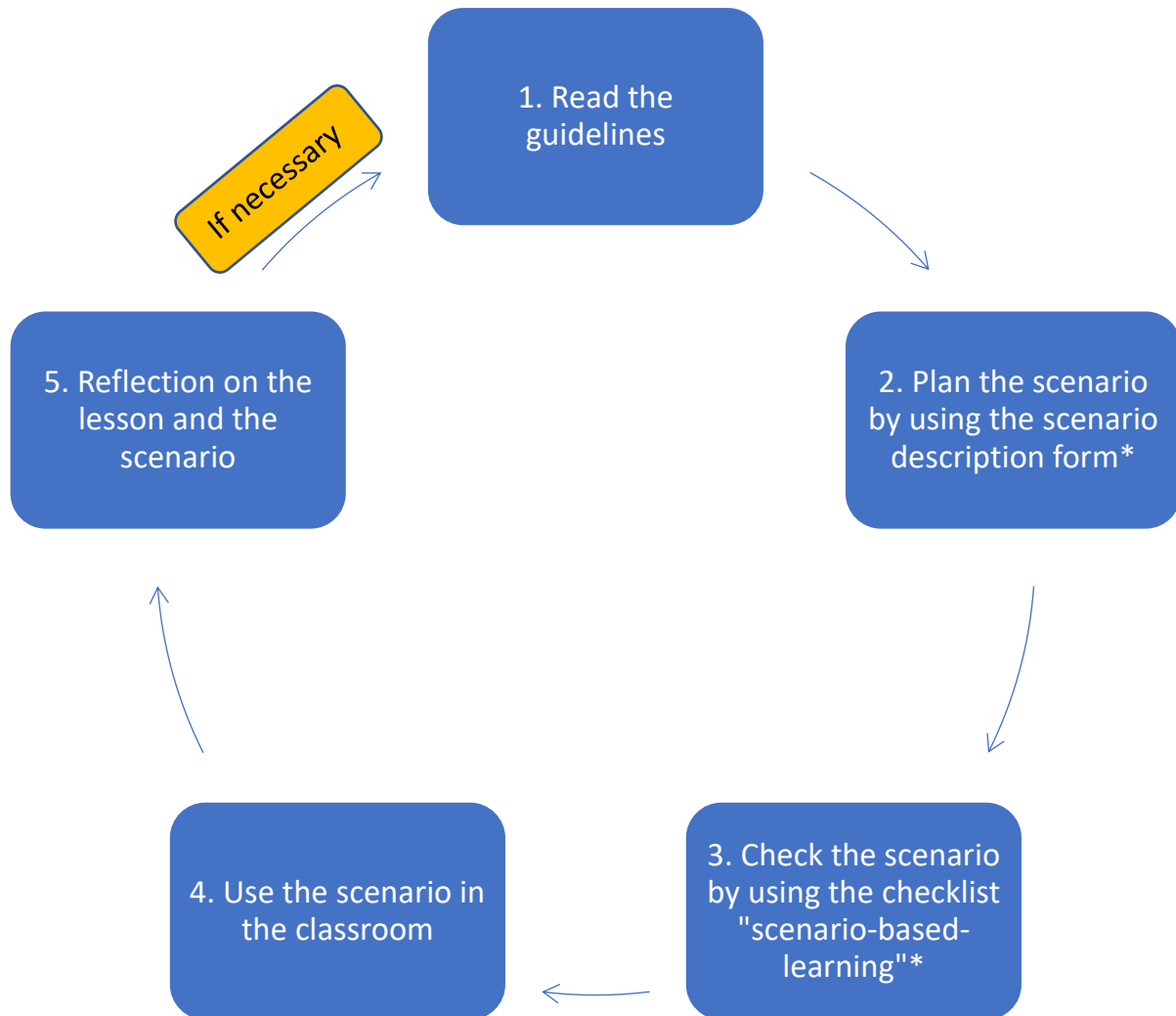
Output 2 “Framework” provides the necessary theoretical basis in term of reading and writing concepts and the interaction of these both. The guidelines are based on the framework. From the point of view of scenario creation, a fundamental assessment of the learners’ ability and willingness is necessary before the actual development of the scenario can begin. In our project, the teachers are supported by Output 3 “Needs analysis instruments & evaluation instruments”. This output provides important information about the current state of the students’ reading and writing skills. In addition, teachers have to take into account the students’ reading and writing needs when creating scenarios. Output 5 “Scenario-based reading and writing classroom materials”

cannot be created without understanding the framework and using the guidelines. Output 6 “Workshop for teachers: Integrated reading and writing support in vocational education” is based on the the guidelines and helps teachers to understand the integrated reading and writing approach and to create scenarios for their students. Output 7 “Handbook” pulls everything together in a comprehensive publication containing the resources produced within this project, and illustrates instances of the partners’ efforts to promote and implement the integrated development of reading and writing skills in VET.



How to proceed

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



*See Appedix

Scenario-based approach

What is a scenario?

A scenario is a description of a real or working life situation that is likely to occur. From the scenario a problem arises that has to be solved. Thus, scenarios generate thinking, problem-solving processes (Piepho, 2003, 42)



and demand VET students' engagement in accomplishing several tasks, among others reading and writing tasks.

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

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

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

What does a scenario look like?

The following example illustrates the above-mentioned scenario characteristics:

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

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

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

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



In our example, writing should enable the new apprentices to learn about the use of font types. In the appendix, you will find a filled-in scenario description form.

How to construct a scenario?

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

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

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

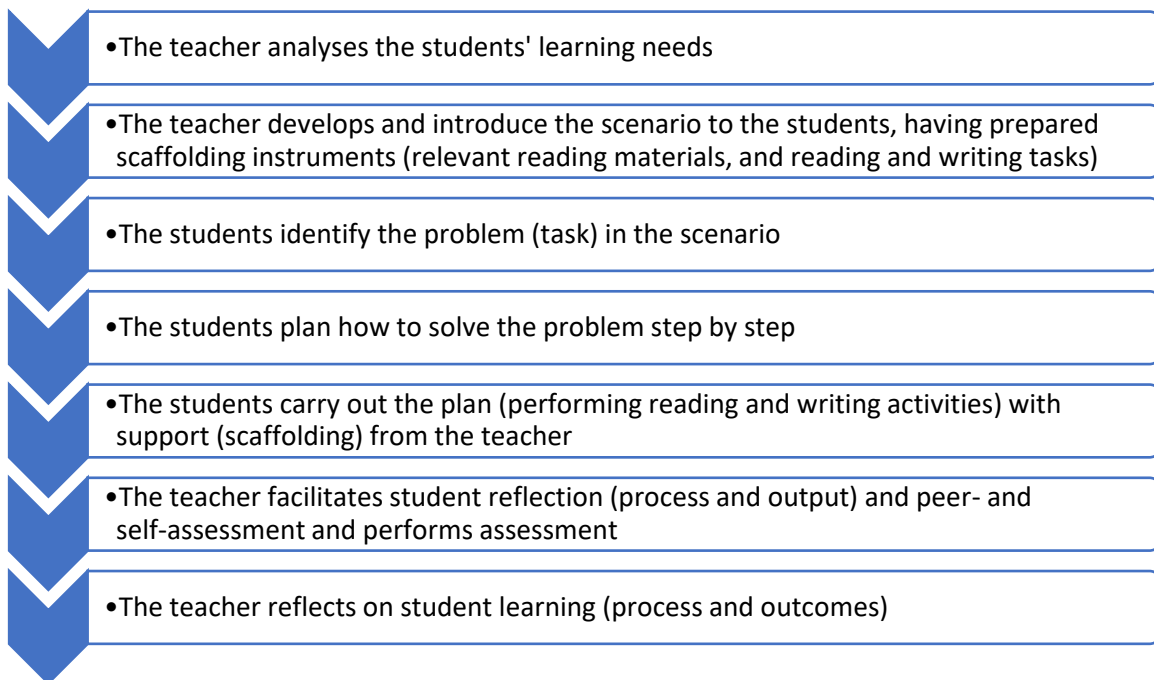
Make sure that the scenario is open enough to involve VET students in problem-solving processes, planning and decision-making. This is only possible if the scenario provides the opportunity for them to accomplish the task(s) from different perspectives. The VET students then have to decide which task(s)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

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

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



The process of scenario-based learning



Criteria for scenarios

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

a. Scenario construction

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



b. Reading and writing tasks

- Does the scenario necessitate reading and writing activities in order to accomplish the task?
- Do the reading activities support the writing activities and vice versa (reading to write and writing to read)?
- Do the pre-reading, reading and post-reading activities included in the scenario result in a step by step task accomplishment?
- Do the pre-writing, writing and post-writing activities included in the scenario result in a step by step task accomplishment?

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

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

Tips

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



Scaffolding

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

Characteristics of scaffolding (University of Saarland):

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

Reading and Writing Tasks

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

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

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

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

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



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

What texts to write to solve the task?

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

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

(a) Informative text type	(b) Instructive text type	(c) Argumentative text type
- Work report	- Product instruction	- Expert opinion
- Product description	- Safety instruction	- Product advertisement
- Cost estimate	- Training manuals	- Professional advice
- Manual	- ...	- Letter of complaint
- Technical article		- Formal letter
-		- Statement
		- ...

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

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



How to integrate reading and writing to solve the task?

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

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

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

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

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

Tips

- Be aware of which text types the scenario requires and which will most likely be chosen by the students.
- Make clear what the typical characteristics of these text types are.
- Have students reflect on these typical characteristics of text types.



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

Strategies to deal with texts

What is the focus?

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

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

Yet, the process of building knowledge from information sources is fundamental to independent learning. For this reason, teachers need to equip their students with a range of specific competences that will help them cope with a variety of text. As they set out to do this, it is important for them to keep in mind that **reading is essentially a constructive process**, involving a set of knowledge, skills and strategies. Therefore, we recommend that the focus of the reading activities should be on teaching students how to approach strategically the different types of texts they are expected to read, and how to deal with vocabulary that hinders their comprehension.



What reading strategies to use?

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

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

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

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

Below we describe some effective reading strategies.

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

Template for anticipation guide

<i>Before Reading</i>	Statements	<i>After Reading</i>
True (T)/ False (F)		True (T)/ False (F)



	Statement 1	
	Statement 2 etc.	

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

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

Topic:	Q1	Q2	Q3	Q4	Q n
<i>What I/we know</i> (pre-reading):					
Source 1					
Source 2					
Source 3					
Source n					



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

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

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

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

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

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



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

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

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

The **Fruyer Model** (Fruyer et al., 1969) is a graphic organiser (quadrant) that contains four compartments for recording information related to a concept (usually printed in the middle of the quadrant): essential characteristics; non-essential characteristics; examples; non-examples. Using this model helps students differentiate between features that define the concept and those that are merely associated with it. Providing examples and non-examples, which share some but not all the necessary characteristics of the concept, helps students to construct rich and sophisticated meanings of important concepts. The students can use the Fruyer Model in any or all of the phases of reading (before, during, and after).

What writing strategies to use?

It is essential to understand writing as a process which includes pre-writing, writing and post-writing activities; this is what is called process-oriented writing. Process-oriented writing is characterised by "breaking down" the writing process into smaller units so that content, linguistic and communication tasks are solved successively in different writing tasks (Becker-Mrotzek & Böttcher, 2015, 52; Bereiter & Scardamalia, 1987; Hayes & Flower, 1980; Emig, 1971). On the one hand, this understanding of writing can relieve VET students as



writing is accomplished in several smaller steps and tasks. Thus, the students can learn to organize and monitor their writing by planning, formulating, drafting and revising (Philipp, 2013, 85-163; Kruse & Ruhmann, 2006, 14). On the other hand, it helps teachers support their students in acquiring the skills necessary for writing for specific products. This facilitates writers and enables them to develop metacognitive writing strategies that control the planning, production and revision of texts.

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

Pre-writing

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

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

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

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



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

During writing

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

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

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

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

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

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

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



Post-writing

Feedback

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

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

Peer-feedback does not exclude teacher feedback. On the contrary, teachers are responsible for giving feedback on specific aspects that demand expert knowledge (e.g. professional or linguistic knowledge). Like peer-feedback, teacher feedback has to have a clear focus, so that students are able to handle with it and revise the text properly.

Revision

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

Tips

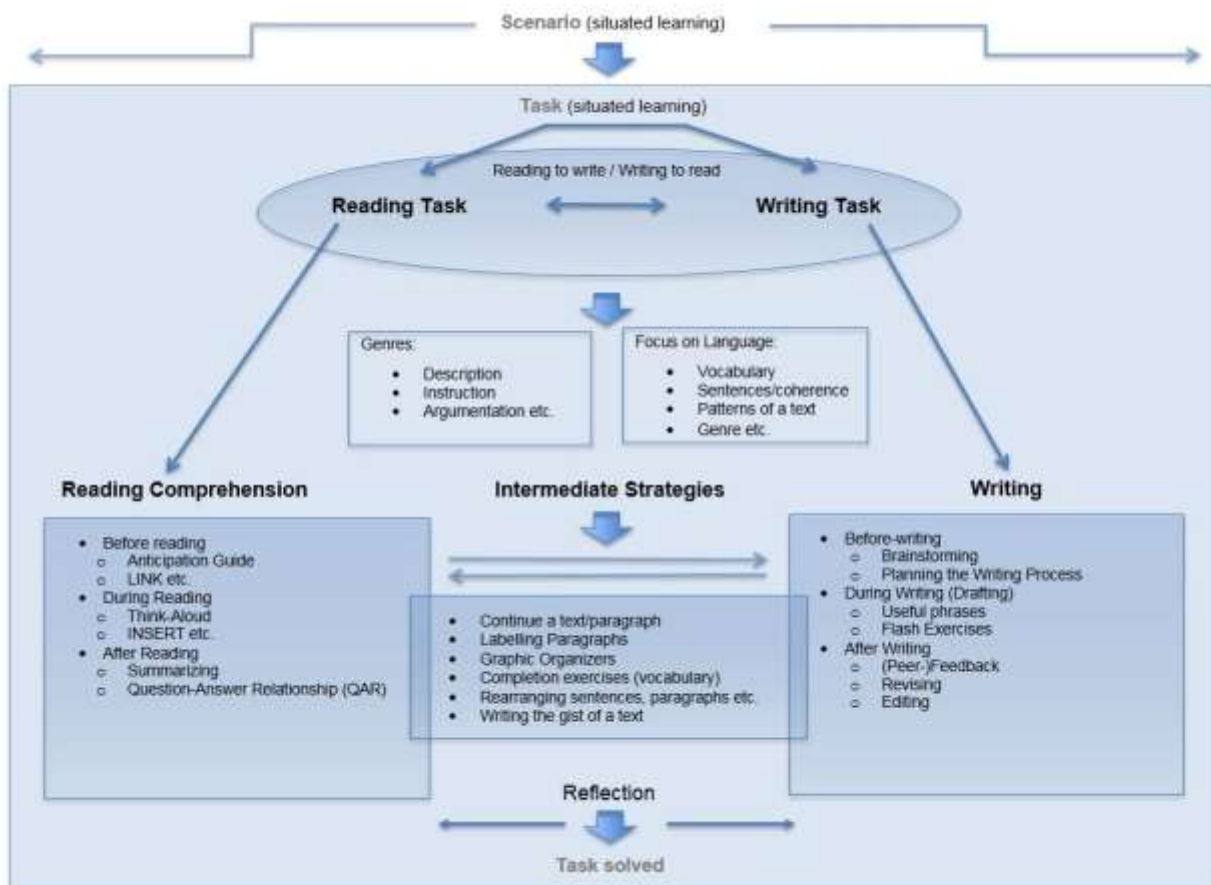
- Make sure that your VET students understand writing as a process. Explain to them that good texts result step by step also from pre- and post-writing activities.
- Let your students brainstorm, discuss and share their ideas orally before writing.
- Help your VET students plan the writing.
- Support/scaffold your VET students by providing them with reading texts on similar topics (reading to write).
- Let your students do Internet and literature research about the writing topic. Encourage them to make notes, organise and categorise their information in tables or figures.



- Give them time to activate and acquire new linguistic knowledge (vocabulary, typical idioms and phrases, text patterns, formal text conventions) before writing.
- Remind your VET students that they do not have to deliver the final text immediately but that their first text is just a draft that they will revise.
- Do not hesitate to let your VET students write in small groups or pairs (collaborative writing).
- Introduce peer-feedback to your students and let them have the experience of working on improving their texts with their peers.
- Point out that feedback needs to focus on specific aspects, e.g. text comprehensibility, communicative impact of the text, text structure or language issues.
- Remind your students that revision belongs to the writing process.

Framework

For a detailed explanation of the framework please read Output 2 “Framework”.





Summary

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

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

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

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

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

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Appendix

Scenario description form

Filled in with an scenario example

Role of the students': <i>You are working as a junior media designer in an advertising agency.</i>	
Situation: <i>Your boss has asked you to explain to the two new apprentices the use of font types when designing a print product. Prepare a handout for the new apprentices.</i>	
What are the students' tasks:	
- Read about "Font Types"	
- Write a short manual for the new apprentice	
- Present your manual orally and explain it by using an existing advertising campaign	
Source: <i>(Referring to the used materials, if the teacher is not the author of this materials)</i>	
Length of scenario (min or hours or lessons)	<i>3 hours (3 x 45 min)</i>
Age of students (years)	<i>18 – 24</i>
Educational background of the students	<i>Secondary school qualification (80%), high school graduation (20%)</i>
Educational programme / Field of application (subject or curricula)	<i>Media Designer (3. Year)</i>
Heterogeneity of students	<i>Average in terms of reading Large in terms of writing Large in terms of job related competences</i>
Average language level of the students (CEFR)	<i>A1 A2 B1 <u>B2</u> C1 C2</i>
What are the content goals of the scenario?	<i>Understanding of the terms / concept of: - Use of font types depending on different factors</i>
What are the students' reading and writing skills to be fostered?	
Reading:	Writing:
Comprehension of informative texts	Handout writing (Informative text type)
Which aspects should be focused on in detail?	
<ul style="list-style-type: none"> <i>Transferring local coherence to text coherence</i> <i>Connecting text content to professional</i> 	<ul style="list-style-type: none"> <i>Summarizing font type information</i> <i>Creating a structure</i>



<i>practise</i>	...	<ul style="list-style-type: none"> • <i>Checking the comprehensibility of the written text</i>
Which strategies are going to be trained / applied?		
Reading	Writing	
<ul style="list-style-type: none"> • <i>Underlining important text parts / words</i> • <i>Building sub-headings</i> • <i>Comparing the text information with personal job experience</i> 	<ul style="list-style-type: none"> • <i>Using concept definition map</i> • <i>Using a writing plan</i> • <i>Peer-feedback</i> 	
Combination of reading and writing: What is the added value in the scenario?		
Due to the reading strategies there will be better understanding of the text. Good understanding of the text is needed to write a useful manual. So reading helps to produce a better written text.		

Checklist for developing a scenario which enhances literacy skills

Meaning of the colors in the right column:

Dark grey: *hard criteria, mandatory*

Light grey: *flexible criteria, to be applied according to the students' needs*

White: *soft criteria, not mandatory*

Criteria	Yes (+) / No (-)
I. Scenario	
I.1. Is the scenario real-life like, i.e. likely to occur? This criterion aims to ensure that the scenario is likely to occur in VET students' everyday- or working life.	
I.2. Is the scenario relevant for the VET students' specialization? This criterion aims to ensure the relevance of the scenario for the VET students' specialization. Is the scenario likely to occur in students' future workplace given their specialization?	
I.3. Does the scenario fit the curriculum? This criterion aims to ensure that the scenario can be integrated in the national/school curricula.	
I.4. Is the scenario achievable? This criterion aims to ensure that the scenario tasks are related to skills and competencies that VET students have acquired or should acquire within the scenario. It is considered to be an achievable scenario even if scaffolding is needed and provided by the VET teachers.	
I.5. Does the scenario provide VET students the opportunity to express themselves?	



<p>This criterion aims to ensure that the scenario tasks involve VET students in oral or written communication. The VET students should have the opportunity to express themselves about how the scenario tasks should be solved. This includes also planning, implementation of the ideas and reporting about the accomplishment of the task(s).</p>	
<p>I.6. Does the scenario provide VET students the opportunity to reflect on their activities within the context of the scenario?</p> <p>This criterion aims to ensure consolidation and transfer of learning. Reflection is an essential part of learning. Therefore, the scenario should include opportunities for the VET students to reflect on the activities planned and implemented as part of carrying out the scenario task(s).</p>	
<p>I.7. Does the scenario provide the opportunity for collaborative learning?</p> <p>This criterion aims to ensure that the scenario tasks involve collaborative learning which is nowadays an important skill at the workplaces. The scenario should provide the opportunity to develop and practice this skill.</p>	
<p>I.8. Does the scenario promote VET students' autonomy?</p> <p>This criterion aims to ensure that the scenario allows VET students' autonomous decisions. They should decide themselves what kind of tasks are necessary to solve "the problem". While scaffolding should be provided, autonomy applies to making choices, deciding on methods, sequence of activities, individual roles, etc. Autonomy is an important aspect of motivation for learning and an essential feature in the working life. Therefore, the scenario should strive to promote learner autonomy as opposed to close step-by-step instructions for how to solve the task(s).</p>	
<p>I.9. Does the scenario provide the opportunity to accomplish the task from different perspectives?</p> <p>This criterion aims to ensure that the scenario allows multiple approaches. This criterion is closely related with I.8. In real life situations, there is seldom if ever only one possible approach to solving a task. To prepare the VET students for the workplace and to promote innovativeness, in addition to increasing motivation for learning, a diversity of approaches should be encouraged.</p>	
<p>I.10. Does the scenario provide the opportunity for actions transferable to other contexts?</p> <p>This criterion aims to ensure that the scenario includes or necessitates actions and/or procedures that involve the development or practice of specific skills which can be transferred to other contexts. Therefore, the scenarios should aim for a good mix of highly context-specific knowledge and skills as well as more general knowledge and transversal skills (literacy and/or content related transversal skills, strategies).</p>	
<p>I.11. Does the scenario provide the opportunity to involve VET students in assessment (peer-feedback, self-assessment etc.)?</p> <p>This criterion aims to ensure that the VET students are prepared to assess their own work, in other words, that they understand what a very well solved task is like, and can compare their own products to a benchmark. This should be useful in terms of both guiding their process of task resolution (and simultaneously making judgments about progress), and judging their own and other VET students final product(s).</p>	
<p>II. Reading and Writing Tasks</p>	
<p>II.1. Does the scenario necessitate reading and writing activities in order to accomplish the task?</p> <p>This criterion aims to ensure that the scenario promotes literacy (reading and writing skills) within the context of vocational education and training.</p>	
<p>II.2. Do the reading activities support the writing activities and vice versa (reading to write and</p>	



writing to read)? Recent studies have shown that not only reading can underpin writing, but also that more advanced writing skills can support more advanced reading. This criterion aims to ensure transfer effects between reading and writing within the scenario.	
II.3. Do the pre-reading, reading and post-reading activities included in the scenario result in step by step task accomplishment? This criterion aims to ensure that the reading activities within the scenario are relevant for accomplishing the task. Students should be aware why the reading activities are necessary steps to solve the scenario tasks.	
II.4. Do the pre-writing, writing and post-writing activities included in the scenario result in step by step task accomplishment? This criterion aims to ensure that the writing activities within the scenario are relevant for accomplishing the task. Students should be aware why the writing activities are necessary steps to solve the scenario tasks.	
III. Supporting the development of reading and writing skills (Scaffolding)	
III.1. Does the scaffolding of reading skills have a clear focus? This criterion aims to ensure that the support provided by the teacher in the form of tools, procedures, etc. is specific and contextualised enough for the reading skills which are being targeted. For instance, if self-monitoring of comprehension is the targeted reading skill, then the scaffolding could provide tools for this as well as opportunities for practicing self-monitoring, teacher-led demonstration of self-monitoring with the use of the recommended tools (e.g. INSERT – see the chapter on Reading in the Framework), etc.	
III.2. Does the scaffolding of writing skills have a clear focus? This criterion aims to ensure that the support provided by the teacher in the form of models, templates, etc. is specific and contextualised enough for the writing skills which are being targeted. For instance, if writing a letter of complaint is the targeted skill, then the scaffolding could provide opportunities for practicing argumentation, as well as argumentation structures, tips for achieving the communicative impact of the letter.	
III.3. Are there reading (comprehension) strategies involved? This criterion aims to ensure that the learning activities support the improvement of the VET students' literacy skills by using different kinds of reading (comprehension) strategies. This criterion is closely related with I.10 above (transferability of learning).	
III.4. Are there writing strategies involved? This criterion aims to ensure that the learning activities support the improvement of the VET students' literacy skills by using different kinds of writing strategies within the writing process (planning, drafting, revision, etc.). This criterion is closely related with I.10 above (transferability of learning).	



Scenario evaluation form

Title of the scenario	
Strengths of the scenario	
Weaknesses of the scenario	
General comments (e.g. suggested changes, etc.)	