**Rationale to accompany Curriculum Design**

Copy and paste underneath your lesson designs

|  |  |  |
| --- | --- | --- |
| **Name: Emy in ‘t Veld** | **Student number: 1703027** | **School type: Mavo 4** |

A lesson design is the result of a marriage between theory and good practice. For each lesson design write the answers to the questions in the boxes below in coherent sentences. The total of your answers should not exceed **1000-1500 words**. Underpin all your arguments with **relevant theory** we have used in the course. Those and any additional relevant sources you may use should be referred to in text and stated in the bibliography according to APA.

|  |  |  |
| --- | --- | --- |
|  Onvoldoende <6 | Voldoende 6 - 7 | Goed >8 |
| not complete or points just summed upno explanationno theory or not appropriate | all points mentionedexplanation clearOk use of theory | all points well described and explainedGood use of theory from various relevant sources  |

# total 260 points pass at 60% = 156 points

# General - 60 points

1. Explain the steps you took to make the curriculum design **appeal** to the target group?

|  |
| --- |
| To appeal to my target group, but still follow the theme, I used videos of recent and popular movies. Movies have been a big part of pop culture for years, so it was not difficult to find content. The only important thing is to use recent content as movies from 10 years ago might not appeal visually and could also be unknown to the current generation of 16-year olds. Older material has not been taken out entirely as I still want the students to be exposed to older masterpieces with the hope of creating new fascinations and interests. According to Ur (2012) and Westhoff (2008) students understand and engage far quicker in foreign language material if the material interests them and appeals to the target group. As social media is widely used and for most students part of their daily life, I also used an Instagram video in one of the lessons. “By using tools that students use outside of the classroom, you can make them interested in the educative use of the same tool.” (van Slobbe & van Ast, 2017). |

 10 points

1. Explain the steps you took to make the curriculum design match the **level(s)** and interest of your target group? *Explain CEFR(VO) and qualification portfolios (MBO).*

|  |
| --- |
| To match materials to the student’s level, teacher use the CEFR to see what most of the students should be able to do per skill level. According to the ERK website (n.d.), CEFR in English, vmbo tl should have an English level of A2/B1. Westhoff (2007) describes these levels as being between basic user and independent user. Knowing that some skills are more easily mastered I looked up the matching level and the matching skill. I adjusted the goals in the CEFR to fit into the theme of the lessons and from there out based exercises on these learning goals. For my own lesson I used “You can listen to mono-/dialogue and can understand the main points and subject spoken about.” as a listening/watching goal. This goal is based on the following CEFR goals: “Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.” (Council of Europe, 2001) and “Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.” (Council of Europe, 2001). Both CEFR goals are B1 level. The materials used in the lesson were mainly developed with these goals in mind to fit our vmbo students. |

10 points

1. Explain the steps you took to differentiate in your curriculum design? *Describe the forms of differentiation you implemented. Describe to what extent your differentiation is divergent or convergent.*

|  |
| --- |
| Some learners might be slower than others. Some learners might have a higher level than the CEFR says as it is only an average. To make sure slower learners would still reach our common goal, which is convergent differentiation, I provided small summaries before the listening exercise. Also, the videos contain bookmarks so that the students do not have to watch the whole video all over again. This way the slower students can take their time and listen carefully to complete the exercises. According to A. Kerpel (2014) if student have finished their work earlier it is best to use the remaining time to work on materials that enrich. By using extra materials for the quicker students, you can make sure they still reached their goal, but will not feel bored as they have not done much. For this reason, I have implemented options within the lessons. Another way to help both quick and slow learners, peer feedback has been added to some assignments. The students who already understand the material can use their knowledge to help the students who need this. According to S.S. Meneghini (2017) differentiation occurs when students guide each other by giving effective feedback to each other.  |

10 points

1. Explain the steps you took to make the curriculum design fit their **learning preferences/abilities/needs**? *Have you provided for Visual, Auditory, Kinaesthetic or other types of learners? How?*

|  |
| --- |
| Jim Scrivener (2011) writes that every student has different needs. To make sure all sorts of learners were able to use their preferred learning style varying exercises were integrated. Therefore, the vocabulary and the grammar exercises have multiple and varying methods to help the students in their learning process. In the book *Wat doen goede leraren anders* (Ottenhof & Rozing, 2018) the writers summarise multiple intelligences that learners might poses. As face to face teaching isn’t necessary with these lessons, I tried to focus on the intelligences which were possible through online teaching. By using reading material and exercises I could appease the linguistic intelligences, videos and a few pictures were used for spatial intelligence, earlier mentioned peer feedback is also effective when it comes to interpersonal intelligence (Ottenhof & Rozing, 2018). finally, intrapersonal intelligence prefers to use personal feeling and emotions and so asking opinions and creativity of students was also imbedded (Ottenhof & Rozing, 2018). Other learners’ intelligences were not looked at as much as these were difficult to teach through online methods or because of being difficult to fit into language learning. |

10 points

1. Explain the steps you took to **activate learning**?

|  |
| --- |
| As the students are expected to do the online lessons mostly individually Stanford University (n.d.) suggests activating the learners by facilitating independent, critical and creative thinking. Therefore, in multiple lessons output is used where students must make up their own sentences or opinions. Again, peer feedback and discussions were used so that students could be active together. By using Bloom’s Taxonomy (1956) from level to level I tried to have an output exercises that also reach the top levels of the taxonomy; analysing, evaluating and creating. The Cambridge Community (n.d.) also makes clear that active learning is the same as enquiry-based learning and that students learn by exploring a series of questions. By trying to implement questions during the input, but also the instructions of the lessons I tried to keep the students active.  |

10 points

1. Explain the steps you took in the curriculum design to encourage collaborative **work**?

|  |
| --- |
| Mentimeter, padlet, peer feedback and discussing is used as collaborative assignments as answers are being shared within the classroom. Stanford (n.d.) also says that students can benefit hugely of small group discussions, which could be seen as the sharing of information with the ICT-tools or the pair activities. Van der Veen & van der Wal (2012) wrote peer tutoring, when someone knows more in a certain domain and helps the others who have less knowledge about this domain, is an important element during the interaction process to share knowledge and create. In the previous mentioned ICT-tools and with peer feedback or discussions, students share their knowledge and create new language. |

 10 points

# Structure 40 points

1. Explain how your output relates to the learning goals

|  |
| --- |
| To make sure that the students understand, it is asked of them to create language by using the taught grammar or vocabulary (de Graaff, Koopman, & Westhoff, 2014). The learning objectives of lesson 2, for example, are “You can understand information about movie music related topics.”, “You can understand why matching music (score) supports the purpose of scenes.” and “You can use theme related vocabulary and use this in a short written text.”. The final exercise in the second lesson of Unit 4 asks the students to write down 1. The newly learned vocabulary of the lesson 2. The newly learned subject from the input and 3. The purpose of the subject. The exercise also encourages to use the grammar from the previously taught lesson. This way the teacher can make sure that the student has reached the lesson goals. |

10 points

1. Explain how your activities are aligned to help students successfully produce the required output. Relate the activities to Bloom’s taxonomy.

|  |
| --- |
| During unit 4 lesson 2 there is a visible build up in assignment based on Bloom’s taxonomy (1956). Before doing assignment 2 the students have to read the vocabulary list. This is the level of remembering as the students get reminded and repeat words, they encountered during lesson 1 and 2. Questions following assignment 2 are the levels of understanding, applying and organising as it takes these three levels to do the three different sorts of questions in assignment 2. Finally, during the output the students will use the taught vocabulary (and again, is encouraged to also use the grammar from lesson 1) and evaluate and create their own written text. In lesson 3, the grammar from lesson 1 is repeated. During the input of assignment 1 students (unknowingly) hear the grammar, making them remember. During assignment 2, students can repeat the grammar explanation to remind themselves. By doing the activity in assignment 2 they have to show that they recognise adverbs and adjectives, which is a part of understand, but as they are also executing it is also a part of the level of applying. Lesson 3 assignment 3 students analyse and evaluate their work together. They do this by comparing, selecting, arguing and supporting each other’s work. Afterwards the assignment asks of the students from them to create their own piece with the grammar, having reached the top level, creating. |

10 points

1. What steps did you take to scaffold **target language** use as a strategiclearning tool?

|  |
| --- |
| To scaffold my lessons, I divided all the exercises in do-able chunks. This is done with bullet points and clear structure on the pages. In the book *Van Leertheorie naar onderwijspraktijk* (van der Veen & van der Wal, 2012) the writers explain scaffolding with properties described by Greenfield (1984) as, providing support, functioning as a tool, extending the range of a worker, allows the worker to accomplish a task otherwise not possible, and it is used selectively to aid the worker where needed.I provide support in my lessons by guiding the students with the instructions. For example, I write “think of...” or “did you notice…”. When the learners read the instruction, they are guided by little hints. These little hints are called Think Alouds (AdLit.org, n.d.). Think Alouds are also tools. Another tool used is the interactive video with *pause, ask questions, pause, review* (Alber, 2014). According to Alber (2014) this tool is useful to check understanding of the concept given. Through these tools I help the students extend their range of comprehension. Bloom’s Taxonomy (1956) also helps to build up the exercises so that students can eventually do tasks that they could not have done without the lower levels of the taxonomy. But the tools of scaffolding are not used too much, so that the students will think for themselves as much as possible. It is still their learning process. |

10 points

# Lesson design 60 points

1. **Reading**: *To what extent is the chosen text authentic and how does it prepare students for real life reading?*

|  |
| --- |
| All reading material, including the sentences used in assignments are from or based on news articles. News articles are read in daily life outside of the classroom. As students are reading news about their favourite celebrities or their hobbies, news articles are relevant to them. Restricted materials are, for example, fake news article specifically written to be used in schools (Khoshbakht, 2017). The articles chosen for the lessons are real articles written to inform readers. This might be why some texts, sentences or vocabulary are challenging, as they might be focussed on a different audience group. The more difficult articles have questions to help them understand the text better. These texts can be used as i+1 (Krashen, 1981). This way students will feel challenged, but also motivated to understand the texts better. Other materials, like the vocabulary list can support the students further if they feel the need to. |

10 points

**2. Listening/Watching**: *To what extent is the chosen text authentic and how does it prepare students for real life listening?*

|  |
| --- |
| The material for listening and watching are in the same way as authentic as the previously mentioned text. YouTube is a popular platform under adults and children alike. Nowadays, children their lives are being hugely influenced by people on YouTube. Some children are the influencers other children see on this platform. Exposing students to YouTube is currently seen as a modern ICT tool. |

10 points

**3. Speaking***: Explain to what extent you have incorporated information gap features in your lesson, to prepare students for real life communication or you have offered support to develop speaking/presentation skills in order to prepare students for real life communication/creative improvisation*

|  |
| --- |
| Speaking has not been implemented as much in my lessons, as it has been in unit 5 made by Demi Spelbos. I did implement speaking, mostly at the end of my lesson as an evaluating level of Blooms Taxonomy (1956). In these small speaking activities students share their answers and discuss their differences. This can also be seen as the earlier mentioned peer feedback. Through these speaking activities student can learn from each other. Seeing and hearing the ideas of other students helps students come up with their own ideas and solutions (‘7 Fun Information Gap Activities for the ESL Classroom’, 2019). Peer feedback will be used throughout our lives. This is why these exercises prepare students well to give effective feedback for now, but also later in life. |

10 points

**4. Writing**: *Describe what steps you have taken to provide for scaffolding from guided to free writing in order to prepare for real life communication/ creative writing .*

|  |
| --- |
| Writing exercises are prepared and scaffolded in different ways during Unit 4. By teaching vocabulary first and linking the theme students are already preparing themselves to write. The vocabulary is taken from the input material the students have to see or read. This means they have already heard or read in what way a word is used. Later, after having practiced students can now use their newly acquired words in their own written texts and have already thought of the final exercise without them even knowing (Dixon, Carnine , & Kameenui, 1993). In lesson 1 and 2 students get exposed to the vocab through the article and the video used as input. At the end of lesson one, students have to write two sentences they have just learned and practiced. In lesson two the vocabulary and grammar repeat itself. At the end of lesson 2 students have to do almost the same writing exercise, but this time they have to write in a bigger scale. So small steps during lesson 1 and 2 have been taken to get to the final output exercise of lesson 2. To also chunk this exercise up, I made sure to clearly let students know what they had to do and give an example. By these exercises I used scaffolding to build up on input to eventually work to their creative output. |

10 points

**5. ICT**: *Describe to what extent your use of ICT adds value to the lesson.*

|  |
| --- |
| Almost every exercise is an implemented tool from Wikiwijs. Other ICT tools used are mentimeter, padlet and Quizlet. By having almost every exercise done as an ICT-tool studenta can immediately see if they have understood the exercise. Not only can students check how they have done, but teachers too can see if the goals have been reached (van Slobbe & van Ast, 2017). Afterwards, the teacher can adjust, or provide additional material based on the needs of the students. Earlier in this rationale I mentioned that students can also learn from each other by seeing what other students think and create, which is mostly done through mentimeter and padlet (Scrivener, 2011, p. 287). |

10 points

6. Explain the steps you took to incorporate **learning strategies (reading/listening strategies, support with speaking, guided writing)** in your lesson? *Which ones explain why.*

|  |
| --- |
| For multiple skills I used strategies like activating pre knowledge. Activating prior knowledge is to help student make connections to the new information (Lee, Bottem, & Sanvik, n.d.). This was done in the third lesson by reading a short article about a famous actor and showing an Instagram video. This was followed by a mentimeter where students had to share what they already know about the subject.Depending on the exercise I tried different things to incorporate learning strategies. These lessons are designed for Mavo 4. So, they have been practicing with reading/listening strategies for the past four years and especially during the fourth year as their exams are coming up. Before the reading exercise in lesson 2 I ask them to skim the text. This is to increase their reading speed (Scrivener, 2011, p. 265). Before the students do their listening exercises, I tell them in steps to first read the questions. This way I make sure the students have a clear aim in mind while listening to the exercise (Scrivener, 2011, p. 251). |

# Formative assessment 20 points

1. Explain the steps you took in the curriculum design to **monitor the learning process** of the students?  *How have you implemented automatically generated individual feedback, peer feedback and teacher feedback?*

|  |
| --- |
| To monitor the learning process, I used peer feedback so that student evaluate themselves and each other. Not only do students learn to speak in the target language, but they also learn to give each other effective feedback (Scrivener, 2011, p. 45). Students were also able to see how they were progressing by the use of feedback given after every correct answer given. When a student hands in their answers the exercises give feedback and answers back to the student. Additionally, the teacher is able to check the works of the students by the different digital tools that were used. With these tools I mean mentimeter, padlet and Quizlet. Mentimeter can give a good overview of all the answers handed in. Padlet can be quite similar to the previously mentioned tools, as it also presents answers on one big board, but it allows students to write an unlimited amount of words. Unfortunately, mentimeter has a character limit making it only useful for short answer exercises. Wikiwijs itself has an option to send handed in answers to Magister/Somtoday/It’s learning, so that teacher can check the students’ work and give feedback from there. ICT tools are very accessible in use when it comes to monitoring students (Spoel, 2020). |

10 points

1. Explain the steps you took to ensure the feasibility of your practical assignment? Give 2 clear examples.

|  |
| --- |
| To make sure that students were able to complete all the assignments I used different elements throughout my lessons. One of the key elements to a good lesson is to create intrinsic motivation. “A student is intrinsically motivated when they learn because he is actually interested and because they want to know or do something.” (Ros & Castelijns, 2015). The three basic needs to create intrinsic motivation are autonomy, competence and relatedness (Ryan & Deci, 2000). To get students through the theory and exercises I chose and created materials with the three basic needs in mind. Autonomy was mostly in effect during the start-up and output exercises. For example, in the third lesson students can give answers through the mentimeter and are free to write anything they know. In the output assignment of the same lesson student were allowed to be creative and create something of their own. Not only in lesson three, but also in other lesson optional material was added. If students like they can choose to read or watch more about the topic.Competence was accomplished by choosing materials that fit the A2/B1 CEFR level. To make sure that input would not be too easy I tried to choose input that was a bit above the students’ current level. To choose input, which is a bit difficult, but still doable is called i+1 (Krashen, 1981). Students will use the input and see it as difficult, but do-able, making the exercises a fun challenge. This can be said for the video used in lesson 3. The speaker is very clear, but also speaking quickly, so the student might need to listen multiple times to get what the speaker is saying. In my instructions I also tried to reassure the students. While getting started in lesson 2, I wrote in the instruction that it is okay if students did not get all material yet. This was to make sure that students do not get the feeling of failing. This can also be linked to relatedness. Although it is difficult to achieve relatedness, I tried to choose popular media, active ICT tools and asked for student’s opinion to show interest and respect towards their interest, thoughts and feelings. Through these design choices I tried to achieve feasibility for my lessons and activities. |

10 points

# Summative assessment 60 points

1. Explain the steps you took to ensure the validity of your test? Give 2 clear examples.

|  |
| --- |
| To make sure of the validity of the test my first step was to tailor the test exercises to the learning objectives of the lessons. For instance, “You can listen to mono-/dialogue and can understand the main points and subject spoken about.” was used for listening. This meant that the test exercise for listening has to measure the same goal. When we split up this goal we first look at “you can listen to mono-/dialogue”. Therefore, we used a video that was of the same subject as the listening lessons are. The question accompanied have to prove that the student can listen to the video and understand the one or two speakers chatting. The second step taken to assure validity was to make sure that the test exercise will test if the students understand the subject and the main points. The listening exercise on the test is CGI, which is a familiar subject for the students. This way students still have the pre-knowledge acquired from the lessons, but the exercise will still test if the students understand a different conversation of the same topic with familiar and new elements (Scrivener, 2011, p. 293). |

10 points

1. Explain the steps you took to ensure the reliability of your test? Give 2 clear examples.

|  |
| --- |
| For reliability of a test we need consistent and stable results (Hughes, 2006). This means that all students should be able to answer and score the same for the test. The answers to the questions asked during receptive skills assignments can be found in the exercises themselves. This can be said for the listening exercise where all the answers to the test questions can be found if the students listen carefully. The answers for the productive skills are the taught materials presented during the lessons. For a vocabulary test exercise i.e. fill in the gaps, students studied the vocabulary from the vocabulary list provided to them during the lesson. While the listening exercises have multiple choice to ensure the same responses, the productive skills will have a rubric made out of criteria with which the teacher can clearly decide how many points the student will earn (Scrivener, 2011, p. 293). |

10 points

1. Explain the steps you took to ensure the efficiency of your test? Give 2 clear examples.

|  |
| --- |
| The test must be easy in use so that a teacher does not have a lot of difficulty with grading (Houdek, 2018). Multiple-choice exercises are practical to grade as these questions all have one correct answer. For these questions, a fixed number of points is or is not given. Here we can take the grammar exercises as an example. The grammar only has fill in the gap exercises on the test. Grammar is only correct because of the certain rules that were taught. This means that the key will have fixed answers. Checking the grammar exercises would only need to compare the filled in words with the correct words from the key.Productive skills need a rubric to grade the answers. Here it is the teacher who gives points according to the guidelines of the rubric. This is not necessarily a quick solution, but it is just and a good way to still be able to test productive skills. The speaking exercises have a rubric. Speech is different for every individual and there are no fixed answers to give. Students know certain idioms and the vocabulary, but their grammar and pronunciation might not be the same or used differently from other students. The speaking rubric indicates per subject how well a student can score. Through these outlines the teacher knows how to grade the student. |

10 points

1. Explain the steps you took to design your speaking and writing rubrics?  What steps did you take to ensure reliability of scoring?

|  |
| --- |
| The communicative aspect of writing and speaking were only possible to test by using a rubric. These rubrics contain the CEFR goals that were also used during the lessons. To be able to grade a student on different speaking skills there had to be looked at the range of these skills. With how many mistakes would the skill be considered a fail? And how well did the skill have to be to be a pass? As it is expected of fourth year vmbo-tl students to have a speaking level around A2/B1 we made it possible to get a pass around these levels. These exercises, are still graded under the same rules and guidelines of the rubric and so are reliable to score (Hughes, 2006). |

10 points

1. Explain the steps you took to determine the pass/fail cut off point?

|  |
| --- |
| By mainly showing of communicative skills students should be able to pass the test. The passing mark is a 5,5 up to 10. Productive skills earn more points as this asks more of students than fill in/multiple choice questions. Together with the group it was decided that certain exercises would get a certain amount of points to make sure that more difficult exercises are rewarded accordingly. The formula to calculate the grade is the total amount of points/73x9+1 = final grade. This formula was used so that the minimum score is 1. |

10 points

1. Explain the steps you took to ensure that your test will provide valuable information on differing student abilities?

|  |
| --- |
| The test has been divided in the skills listening, reading, writing, speaking, vocab and grammar. All assignments measure the goals that the students also had to reach during lessons. These skills are all the CLT skills. The test tests performance meaning that test-takers should actually have to produce language (Fulcher, 2000). Per skill there can be looked at how well students score. If students do not score well on a certain skill the teacher can use these results to base their next lessons on. In the lessons following the test the teacher can help the students improve the skills they scored low at. |

10 points

# Feedback 20 points

1. What steps did you take to gather (360-degree) feedback on student learning and motivation, *and* on accessibility and usability of the learning design?

|  |
| --- |
| We received feedback from classmates and teachers. This feedback made clear that we should check our lessons on Penta pie, as some slices of the Penta pie were missing in certain lesson. In my own lesson I often missed a proper output. This is why I have checked my lessons extra on the proper steps of Penta pie in my lessons. Also, some of the activities seemed too difficult for our level of students. Therefore, certain exercises had to be adjusted through more guidance or easier materials. To do this I added more details about the directions, for example: “Do the reading exercise. Click on the blue button Music and Sound assignment 1 - The Hardest Sound I Ever Created below to access the assignment. This is an introduction to the rest of the lesson.” where the last sentence is to make clear that the assignment is will give information for the rest of the lesson. |

10 points

2. Which elements of your curriculum did you change as a result of the feedback? Which theoretical support do you have for the changes?

|  |
| --- |
| Mostly the lessons had to be redone in such a way that we achieved a Penta pie worthy lessons. I have done this by specifically looking at my lessons, what Penta pie parts were missing or had to be adjusted, and to apply more of Bloom’s taxonomy. Bloom’s Taxonomy is important to use because teachers will understand better how to work to learning goals, organising through Bloom helps to clarify the learning goals for students and teachers, and it helps with planning lessons, designing valid assessment tasks and strategies, and ensures that instructions and assessments are aligned with the learning goals (Mcdaniel, 2020). I now believe I should look more closely when I am making exercises. We also made the whole course easier by removing a huge final practical assignment and changed focus on the subject. This forced us to also adjust content in such a way that we would not have to focus on movie producing and more on the ‘learning a language’ aspect. At first, we thought that students had to learn English without them even knowing. But after getting the feedback we released the lessons still had to focus on language aspects. Therefore, I have implemented more vocab and grammar exercises throughout all my lessons.After my first resit I received the feedback to make my lessons less, as there is too much to do in each lesson. To make my lessons smaller I had to adjust and switch around exercises. For example, a small exercise to warm up was used in the introduction, while at first I had a reading exercise to introduce the topic of the lesson. I found the reading to be too much and therefore is removed most of those assignments, unless they were a really quick read and fitting and fun introduction. |

10 points

# total 260 points pass at 60%

# Bibliography

AdLit.org. (n.d.). Think Alouds | Classroom Strategies. Retrieved 26 April 2020, from http://www.adlit.org/strategies/22735/

Alber, R. (2014, January 24). 6 Scaffolding Strategies to Use With Your Students. Retrieved 2 February 2020, from https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

Bloom, B. S. (1956). "Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain." New York, United States of America: David McKay Co Inc.

Council of Europe. (2001). *Common European Framework of Refrence for Languages: Learning, teaching, assessment*. Retrieved from https://rm.coe.int/1680459f97

Cambridge Community. (n.d.). Getting started with Active Learning. Retrieved 26 April 2020, from https://www.cambridge-community.org.uk/professional-development/gswal/index.html

de Graaff, R., Koopman, G.J., & Westhoff, G. (2014). Identifying Effective L2 Pedagogy in Content and Language Integrated Learning (CLIL). *CLIL SPECIAL ISSUE*, *16*(2). Retrieved from https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/de\_graaff\_et\_al\_identifying\_effective\_l2\_pedagogy\_in\_clil.pdf

Dixon, R. C., Carnine , D., & Kameenui, E. (1993). Tools for Teaching Diverse Learners / Using Scaffolding to Teach Writing. *Character Education*, *51*(3). Retrieved from http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/-Using-Scaffolding-to-Teach-Writing.aspx

ERK. (n.d.-b). Welk ERK-niveau voor vmbo? - Europees Referentiekader. Retrieved 2 February 2020, from http://www.erk.nl/leerling/erkenvmbo/

Fulcher, G. (2000). The ‘communicative’ legacy in language testing. *System*, *28*(4), 483–497. https://doi.org/10.1016/s0346-251x(00)00033-6

Houdek, K. (n.d.). Efficient vs. Effective Environments: Testing the Testing Environment. Retrieved 2 February 2020, from https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/904/Ef

Hughes, A. (2003). Testing for Language Teachers (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.

Intensive Listening - Learning about Listening. (n.d.). Retrieved 2 February 2020, from https://sites.google.com/site/learningaboutlistening/intensive-listening

Kerpel, A. (2014, April 1). Differentiatie. Retrieved 2 February 2020, from https://wij-leren.nl/differentiatie-uitleg.php

Khoshbakht, F. (2017). Using Authentic Materials in Teaching Reading Comprehension to EFL Learners. Retrieved 2 February 2020, from http://article.sapub.org/10.5923.j.jalll.20170302.03.html#Ref

Krashen, S. D. (1981). *Second language acquisition and second language learning* (First ed.). Amsterdam, Nederland: Amsterdam University Press.

Lee, M., Bottem, D., & Sanvik, M. (n.d.). Activating Prior Knowledge. Retrieved 26 April 2020, from https://strategiesforspecialinterventions.weebly.com/activating-prior-knowledge1.html

Mcdaniel, R. (2020, June 10). Bloom’s Taxonomy. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

Meneghini, S. S. (2017, May 4). Feedback & Differentiation: How Do They Connect? – Comundo. Retrieved from http://silvanameneghini.com/2017/05/04/feedback-differentiation-how-do-they-connect/

Ottenhof, F., & Rozing, G. (2018). *Wat doen goede leraren anders* (1st ed.). Meppel, Netherlands: Ten Brink Uitgevers.

Ros, A., & Castelijns, J. (2015). *Gemotiveerd leren en lesgeven* (2nd ed.). Bussum, Netherlands: Coutinho.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68–78. https://doi.org/10.1037/0003-066x.55.1.68

Scrivener, J. (2011). Learning Teaching (3rd ed.). New York, United States: Macmillan Publishers.

Spoel, I. (2020). Today’s Teaching Tools (1st ed.). Amsterdam, Netherlands: Adfo Books.

Stanford University. (n.d.). Promoting Active Learning | Teaching Commons. Retrieved 2 February 2020, from https://teachingcommons.stanford.edu/resources/learning-resources/promoting-active-learning

Ur, P. (2012). *A Course in English Language Teaching* (Rev. ed.). Cambridge, United Kingdom: Cambridge University Press.

van der Veen, T., & van der Wal, J. (2012). *Van leertheorie naar onderwijspraktijk* (5th ed.). Groningen, Netherlands: Noordhoff.

van Slobbe, P., & van Ast, M. (2017). *Kleppen dicht!* (3rd ed.). Huizen, Netherlands: Pica.

Westhoff, G. (2007). Challenges and Opportunities of the CEFR for Reimagining Foreign Language Pedagogy. *The Modern Language Journal*, *91*(4). https://doi.org/10.1111/j.1540-4781.2007.00627\_9.x

Westhoff, G. J. (2008). Een schijf van vijf voor het vreemdetalenonderwijs (Rev. ed.). Enschede, Netherlands: NaB-MVT.

7 Fun Information Gap Activities for the ESL Classroom. (2019, May 1). Retrieved 2 February 2020, from https://www.fluentu.com/blog/educator-english/information-gap-esl/