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Paper-pen peer-correction versus wiki-based peer-correction

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Abstract

This study reports on the comparison of the students' achievement and their attitudes towards the use of paper-pen peer-correction and wiki-based peer-correction within English language lessons and CLIL Social Science lessons at the higher secondary school in Prague. Questionnaires and semi-structured interviews were utilized to gather information. The data suggests that students made considerable use of wikis and showed higher degrees of motivation in wiki-based peer-correction during English language lessons than in CLIL Social Science lessons. In both cases wikis not only contributed to developing students' writing skills, but also helped students recognize the importance of collaboration.

Key words: peer-correction, wikis, writing skills, collaboration

Introduction

Having good writing skills is considered to be an inseparable part of human literacy. Every year thousands of Czech higher secondary school students have their writing skills tested during state Maturita exams both in Czech and foreign languages. The required level for successful passing the exam of any foreign language is B1 according to Common European Framework for languages (CEFR). The content of each skill is described in detail in the catalogue of English language exam requirements (MSMT, 2014). As the first year students' entrance level of English is supposed to reach A2 level according to CEFR, it is very challenging for students to learn how to compose a suitable writing in certain situations and for certain purposes. Nowadays students prefer communicating electronically, in emails, through mobile phone applications enhancing short message writing e.g. Tweet, What's up or Viber or Internet applications like Skype or Facebook. The language, which students use, serves mainly for delivering everyday information or expressing their emotions. They like using

different abbreviations, emoticons and images. When students write in English they seldom pay any attention to spelling, punctuation, grammar or syntax rules. They prefer writing short sentences; sometimes just a simple noun or adjective is enough to deliver a message. Harmer (2009, p. 323) suggests that students who are studying English for academic purposes should be literate at the level they are studying for. The writing literacy represents different written genres, which “perform purposes for specific discourse communities”. Some research studies (e.g. West & West, 2009; Wheeler, 2010) support the idea, that writing skills might be enhanced by using collaborative online tools. This study tried to find a way to bridge the gap between writing mobile/Internet short messages and English language Maturita exam requirements. There are two main reasons why the wiki (wikispaces.com) could be chosen as the main online collaborative and enhancing writing skills platform. Firstly, “the basic wiki has several properties that make it ideal framework for composing different time and place environment. Applications engineered within the style of wiki interactions can support a variety of learning activities ranging from tightly to loosely coupled collaborations. Wiki-based collaborative applications can also support metacognitive tasks, like reflection or self/co-explanation”, as Larusson and Alterman define (2009, p. 372). Secondly, the wiki is considered to be a user-friendly tool. The wiki is a website allowing users to create and edit pages easily and collaboratively. It can serve as a tool for synchronous and asynchronous communication and also enables students and teachers to keep track of any changes made into students’ contributions, which might build their awareness of students’ learning process. Moreover, it might serve not only as a platform for a teacher’s assessment of student’s progress or frequency of contributions (adding, deleting), but also it might provide the information about students’ interests, motivations and giving space for creativity. Peer-correction, which supports a student-centred approach, is our main aim of this study. Many experts in teaching writing skills (e.g. Brookes & Grundy, 1998; Leki, 2007; Robinson, 1988) support the idea of implementing peer-correction or peer-review into learning process. The study focuses on assessing the impact of peer-correction on the development of writing skills both in English language lessons and CLIL Social Science lessons. Moreover, it tries to detect possible differences between paper-pen peer-correction and wiki-based peer-correction.

Theoretical background

There are two main approaches teachers should choose from when teaching writing skills. Teachers can focus on the process of writing or on a product of

writing. The process of writing involves activities like studying different written genres or encouraging creative writing, while a product writing “values the construction of the end-product as the main thing to be focused on” Harmer explains (2009, p. 325). The Maturita exam writing is more focused on a product of writing. Brookes and Grundy (2005, p. 15) comment “All of us (and this includes our students) would like to produce final products that are imaginative and accurate, personal and public, fluent and correct.” However, if we want students to be well-prepared for their final exams, we should apply both approaches in teaching skills. During the process of writing students learn to think about the process in deep. The norms of different kinds of writing are represented by genre. To learn different genres students should look at different texts from textbooks, printed media (newspapers, magazines, and real letters) or real examples of text on the Internet. To write a good magazine article, students should be aware of the conventions and style of the genre, context and purpose of the writing and a reader. Wikis can serve as a bank of different genre examples. Students can look up real examples of writing on the Internet and post them on a class wiki. Creative writing with regard to Maturita exams represents narrating or telling stories. Harmer (2009, p. 328) points out, that students need “an appropriate reader audience” to write creatively. Wikis belong to many Internet applications (Blogs, micro-blogs, Google groups etc.) where students can post their stories and get an immediate feedback. Such activities motivate students to write easily. For example, Castaneda and Cho’s students (2013) found wiki writing helpful in improving their writing skills.

Students shouldn’t be satisfied with the first draft of their piece of writing. They should spend enough time on planning, drafting and editing. As a school lesson takes only 45 minutes, it is not possible to complete such a collaborative task in time. Harmer (2009, p. 326) sees it similarly “One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way.” Teachers have two common options how to deal with it. Firstly, they might ask their students to finish the task at home or secondly, they might spend two or three additional lessons on completing the task. In this study we tried to implement wikis into the writing process to find the third option how to practise writing skills. Students can not only write their drafts on a class wiki and get the feedback from their classmates and teachers; they can also read other students’ drafts and give their opinions on them. Leki (2007, p.10) states “Many writers find it helpful when they write a draft to ask a friend or colleague to read the draft before they give it to its real intended audience to read.” Students can be inspired and thus modify

their own drafts or vice versa they can help someone else with their drafts. During these learning activities they employ their cognitive, affective and critical thinking skills as well. These learning skills can be successfully promoted by wikis as West and West (2009, p.33) explain "Wiki projects promote critical evaluation, judgment, and making choices based on research and reasoned argument. Learning teams can use the wiki frame to brainstorm, gather research, analyze and solve problems, and create action plans. The wiki supports users in their need to chunk and organize contributions, conduct peer reviews, establish document styles and standards, and edit final outcomes." In fact, there is a variety of feedback options from real audience. It could be a classmate or a teacher; it could be a small or big group of peers or even someone outside the classroom from parents to an unknown person from the Internet forum.

The results of research on the effectiveness of teacher feedback are similar to those of peer review (Wu, 2006). Peer and self-assessment is a more and more favourable alternative to a teacher's assessment, with additional benefits. It not only provides feedback, it also helps students see work from an assessor's perspective (Tinapple et al., 2013). Students would likely not see peers' solutions, strategies, and insights without being peer-evaluated (Chinn, 2005).

According to website www.teachingenglish.org.uk "Peer correction is a classroom technique where learners correct each other, rather than the teacher doing this. It is a useful technique as learners can feel less intimidated being helped by others in the class. However, some learners are highly resistant to being corrected by someone other than the teacher."

It is a common habit, when students are asked to produce any piece of writing; they expect their writing being corrected by a teacher. Especially, Czech students want their teachers to correct every single mistake. They think that a thorough correction helps their writing skills. Unfortunately, it might be ambiguous. If the feedback is only on the used language and the content is omitted, it might evoke a wrong impression, that what students are saying in their writing is not important, Harmer (2009) warns. So when students give opinions, suggestions or express their feelings it is crucial to give the feedback on what they are saying. To motivate students that the content matters teachers should include peer-correction into writing process. It is supported by Harmer (2009, p. 140) "Although teachers are supposed to provide accurate assessments of students' performance, students can also be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we may greatly enhance learning." To implement peer-correction into

learning process teachers should train students how to do it properly. Students should know what is meant by feedback and what they are expected to do. Many teachers prefer correction codes to indicate mistakes to written feedback. Correction codes show students where the mistakes are and what kind they are and then students try to correct them as a second stage to the initial writing task. Written feedback takes the form of written comments, which should help students improve their writing. According to Harmer (2009, p. 150) peer-correction has a deep influence on “group cohesion” especially “during the drafting stage”. To make it easier for students teachers should design “a checklist of things” to look out for when they peer-correct. A few studies (e.g. Warschauer, 1996; Wu, 2006) show a positive effect of online peer-correction on students’ motivation, participation and collaboration. They also evaluate time and place independency and ability to monitor conversations between students.

Methodology

The aim of this study was to promote a student-centred approach during building students’ writing skills. We proceeded from the main principles of student-centred learning in Brandes and Ginnis’s *Guide to Student-Centred Learning*, (1986), where: 1. students are fully responsible for their learning, 2. students’ involvement and participation are necessary for their learning, 3. the teacher becomes a facilitator and resource person, 4. students experience affective and cognitive confluence in education. The next aim was to identify the students’ preferences for paper-pen peer-correction or wiki-based peer-correction. Finally, the aim of this study was to compare students’ attitudes to wiki-based peer-correction during English language lessons and CLIL Social Science lessons. Since CLIL (Content and Language Integrated Learning) “deals with teaching a subject at the same time as teaching language” (Dale and Tanner, 2012, p. 4) in both lessons there are plenty of writing activities to be peer-corrected. The study thus sought the answers for these questions:

1. Which peer-correction do students prefer (paper-pen or wiki-based)?
2. Are students’ attitudes to wiki-based peer-correction the same in both English language and CLIL Social Science lessons?

The target group for the purpose of the study was 50 students from a higher secondary school in Prague specialised in public administration. There were 24 students from two English classes and 50 students (including 24 English language students) from two CLIL Social Science classes. The participants were the second year students at the age of 16 - 17. Their level of English is approximately B1 according to Common European Framework for languages

(CEFR). Each participant had previous experience with working within wikis environment (editing, writing, commenting and adding different images).

The whole pedagogical experiment consisted of four stages as follows:

Criteria for peer-correction – In order to make students aware of assessment criteria for their state Maturita exams, we approximated peer-correction criteria to given criteria by Czech Ministry of Education. During our experiment we decided on teaching a semi-formal opinion essay. We prepared a template, which you can see in Table 1. The template has four main categories, within each category we highlighted the elements, which according to our teaching practice we regard as crucial for successful passing any B1 exam writings.

Content: Students very often omit the headline or use the incorrect one. For example, instead of writing “Advantages and disadvantages of living in the city.” they use “The essay by David.” The layout of an opinion essay has exact rules to be followed, such as an opening paragraph and a summary paragraph. There are usually one or two paragraphs, where writers state their opinions, which must be followed by explanations or reason-giving. During peer-correcting students have to check not only a proper amount of paragraphs, but also check the content of each paragraph. Especially, they have to count the number of opinions/reasons according to essay instructions. Students indicate correctness of each element into the template by words ok, yes or correct. If there is any inconsistency, students write their suggestions.

Linking words: To support awareness of cohesion and coherence, we added four elements (words, sentences, paragraphs and commas) which should help students not only during peer-correction, but also help them mainly during their re-drafting phase. Students have no problems with using simple conjunctions like “and”, “but”, “or” and “because” unfortunately, they do not feel the need of using adverbials at the beginning of sentences like “however”, “although” or “first of all” and “finally”. During peer-correcting students have to check at least six different linking words (two for each element) and indicate it into the template.

Lexis and grammar: Students have to pay attention to essay instructions. Instructions set the topical area of their writing and outline the grammar (e.g. 1st or 2nd conditional in opinion essays) Students are asked to find three topical words they like and indicate them into the template and also indicate max. three topical words, which are incorrect or inappropriate. Similarly to previous category, students are asked to indicate three grammar elements, which they like and max. three incorrect or inappropriate elements. We consider this to be a balanced

feedback (positive and negative things are in equilibrium), which might be encouraging and reinforcing.

Content	Headline	
	Paragraph - introduction	
	Paragraph - problems	
	Paragraph - summary	
Linking words	Words	
	Sentences	
	Paragraphs	
	Commas	
Lexis	3 words I like	
	3 mistakes	
Grammar	3 grammar things I like	
	3 mistakes	

Table 1: Peer-correction template

At the beginning of the study the students learnt how to use the template on model essays from their textbooks of English language.

Paper-pen peer-correction – During the second stage of this experiment, the students wrote a 150-word opinion essay at school. This essay was not meant to be graded as it served only for preparation for their graded school essay following week. They could use neither dictionaries nor templates. This activity took one school lesson (45 minutes). The following lesson the students corrected one of their classmates' essays. The students were informed that the author of the essay might use their peer-correction for preparation for a graded school essay. They chose the essay randomly; they couldn't correct the essay of their next sitting classmates. The students were allowed to use dictionaries and had to fill in the templates. When the students finished their assessments, they handed corrected essays over their authors to keep them for future writing. If the students felt the need, they could explain their assessment to the authors.

Wiki-based peer-correction during English language lessons – The third stage is similar to the second one. It differs in using wikis for peer-correction. This time the students were asked to write a 150-word opinion essay at home. On their class wikis "Essay page" was created, which the students used for writing their essays. The students could choose whether to write their essays in

Word Document to use a spell-checker first and then post it on a class wiki, or they could write their essays directly on a class wiki without using a spell-checker. The students were given a deadline to complete their tasks. After the deadline the students corrected one of their classmates' essays which hadn't been corrected yet and also created and filled in the templates. The examples of wiki-based peer-correction can be seen in Appendix Pictures 1 and 2. As before the students were informed that the author of the essay might use their peer-correction for preparation for a graded school essay.

Wiki-based peer-correction during CLIL Social Science lessons – The fourth stage is a part of a long term running project, more in Frolodova (2014). The students work in teams of four to five students on a team/collaborative wiki page. The whole team contributes to their team page after each lesson. The students should post their reflection on a lesson as well as they should add some materials concerning their interests or needs. They comment member's contributions and react to their comments. The examples of wiki-based peer-correction can be seen in Appendix Pictures 3, 4 and 5. The whole communication is supervised by the teacher, who irregularly posts their own comment and assesses the content of the page from subject-content or foreign language point of view.

Data collection instrument

Research data was collected from three sources: one online questionnaire, focus-group discussions and analysis of students' contributions to class wikis. For reflecting the teacher's subjective feedback the qualitative analyses of 24 English lesson students' paper-pen peer-corrected essays and peer-corrected essays on class wikis have been done as well as contributions of 50 students on their wiki team pages and their frequency of peer-correction. The online questionnaire, which consists of 10 items scored on a three-point Likert scale, was designed to survey students' immediate preferences and their attitudes to both paper-pen and wiki-based peer-correction after correcting two of classmates' essays. The questionnaire was administrated online in February 2015 to a population of 30 students, who were registered on class wikis. Twenty-four valid responses were received. In order to explore student's attitudes in depth, a set of semi-structured interviews was conducted alongside the questionnaire. Interview questions were based on students' responses to the questions in the online questionnaire.

Results

The first issue raised in the questionnaire is related to students' views on peer-correction. Overall, their attitudes towards peer-correction from their classmates and toward their own peer-correction is positive in both paper-pen and wiki-based cases as can be seen in Table 2 and Table 3.

Questions	Very Beneficial	Beneficial	Little Beneficial
1. The process when my classmate was correcting my essay at school was for me.....	8.33%	62.50%	29.17%
2. The process when my classmate was correcting my essay on wiki was for me.....	12.50%	50.00%	37.50%

Table 2: Students' views on peer-correction from their classmates

Based on interviews most students highly appreciated the time spent on learning how to fill in the templates and possibility of further practice during their wiki home writing. For example:

"Peer-correcting made me think about the layout of an opinion essay."

"When I was writing my essay I used the template and ticked each element during re-drafting."

"It was easier for me to write as I had the template."

The progress which students made resulted in extremely good grades from school graded essays.

	Very Beneficial	Beneficial	Little Beneficial
3. The process when I was correcting my classmate's essay at school was for me...	12.50%	62.50%	25.50%
4. The process when I was correcting my classmate's essay on wiki was for me...	17.39%	65.22%	17.39%

Table 3: Students' views on their own peer-correction

The second issue raised in the questionnaire is related to students' views on the effort they made during peer-correcting. As we can see in Table 4 the students tried to correct the essays carefully. Based on analyses of paper-pencil and wiki-based peer-corrected essays we can say that the students were more careful and detailed in filling in the templates at school rather than on wiki. At school all students worked on peer-correcting, while on wikis, although all students posted their home essays there, six students didn't peer-corrected any essays. This was the case, why there were excluded from online questionnaire. Four of these students during interviews similarly explained, for example:

"It takes a lot of time and I do not want to do it, because I want you (a teacher) to do it."

The same opinions are stated in Franco (2008), where 11.1 % are of the same opinions.

	Thoroughly	I did my best	With no interest
5. I was correcting my classmate's essay at school ...	29.17%	70.83%	0%
6. I was correcting my classmate's essay on wiki ...	41.67%	50.00%	8.33%

Table 4: Students' effort during peer-correcting

The third issue raised in the questionnaire is related to using peer-corrected essays for preparation for a school graded essay. Table 5 shows that more than 50% students used paper-pen and wiki-based corrected essays for preparation for a school graded exam. A few students during the interviews complained about poor handwriting of their classmates or correcting correct things.

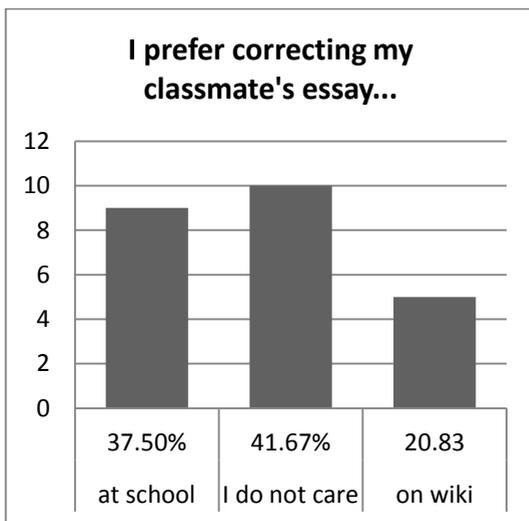
	Yes	Partially	No
7. Did you use paper-pen peer-corrected essay for your preparation for school essay?	45.80%	20.83%	33.33%
8. Did you use wiki-based peer-corrected essay for your preparation for school essay?	20.83%	37.50%	41.67%

Table 5: Using peer-corrected essays for preparation for a school graded essay

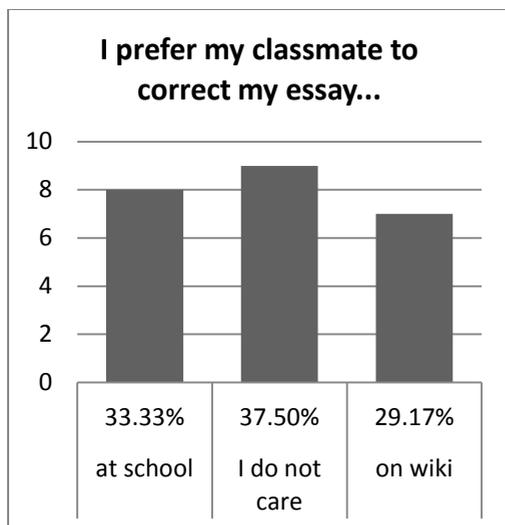
The fourth issue raised in the questionnaire is related to students' preferences concerning paper-pen and wiki-based peer-correction. Overall, the students slightly prefer correcting their classmates' essays and their classmates to correct their essays on wiki, as can be seen in Table 6 and for better illustrations there are two Graphs 1 and 2. This corresponds to results in Franco (2008), where "...students (61.1 %) would rather write using a wiki than writing on paper". Similarly there are in both Franco and our studies more than 30% of students who prefer traditional form of paper-pen writing.

	At school	I do not care	On wiki
9. I prefer correcting my classmate's essay ...	37.50%	20.83%	41.67%
10. I prefer my classmate to correct my essay...	29.17%	37.50%	33.33%

Table 6: Students' preferences concerning paper-pen and wiki-based peer-correction



Graph 1: Students' preferences



Graph 2: Students' preferences

The results based on an online questionnaire and focus-group discussions show that there are no relevant differences in preferring paper-pen or wiki-based peer-correction. We can conclude that in each class there are three approximately equally numbered groups, where one group is in favour of a traditional form of paper-pen peer-correction, the second group prefers wiki-based peer-correction and the third one has no preferences.

Detailed analyses of 50 students' contributions to class wikis during CLIL Social Science lessons revealed interesting data. 80 % of students frequently contributed to their wiki team pages. They preferred writing short comments and giving opinions to writing e.g. arguments or elaborated summaries. Only seven students (14 %) corrected their teammates' comments. During the interviews students showed their displeasure at correcting someone else's contributions. For example:

"I don't want to make them upset."

"I think it is useless to do it."

"Why I understand it anyway."

These findings are opposite to Beaumont and Su (2014), where "some of 45 % students provided constructive comments on other students' work." In case those students worked together in teams on a longer piece of writing e.g. stories or essays they corrected their teammates' contributions very often. 62 % of

students at least twice corrected someone else's contributions. There were 12 % of students who never contributed to wikis. They considered using wikis waste of time and did not find anything beneficial in it. The students explained the differences in their attitudes to peer-correction between posting their comments and working on collaborative work. In the first case, they did not pay any attention to language their use because it was for them "just a tool" for delivering a short message. Also they knew that their English was not graded during a team conversation and they "are not motivated" to do it. In the second case, they felt that "English is important" especially, when they were giving presentations. They "don't want to sound stupid". Such comments suggest to the author that students' efforts to peer-correction during CLIL Social Science lessons are based on the amount of workload in English and the audience of their writing.

Discussion

This study constituted a small scale experiment, and the learning context is critical to outcomes. The author does not make great claims about the generality of the results. Nevertheless, the findings from this study provide good insight into wiki-based peer-correction.

The students assessed peer-correction differently depending on the subject. The wiki-based peer-correction was highly appraised during English lessons and the students found it motivating and beneficial to their learning process. A particularly interesting aspect that emerged was two different perceptions of the wiki-based peer-correction within CLIL Social Science lessons. Although English is there an integrated part of learning process, the students seemed to be more focused on subject content than language content. The students did not perceive wiki-based team discussions as a possibility of practising English writing skills and most of them strongly neglected to do the peer-correction. They found it meaningless, inappropriate and time-consuming. On the other hand, they positively assessed the wiki-based discussion as a good practice of their English communication skills. It evokes the idea, that the content and purpose of short writing is more important than a used language in non-language lessons. This idea can be supported by findings in (Esteves, 2011), where the students during the similar activity on wikis in English language lessons "felt they had to be language-aware in order to be able to correct others". Contrary to the first negative perception, the students willingly peer-corrected long pieces of writing, especially, if the writing was going to be presented to other classmates. The students found these writings important for developing their writing and collaborative skills. In general, it can be concluded that paper-pen peer

correction enhances both writing and learning skills and moreover, wiki-based peer-correction encourages students' collaborative skills and learning independency.

Conclusion

As a teacher, I had a very positive feedback from my students in terms of learning writing skills through peer-correction. Students did not only learn how to peer-correct, but since then also pay more attention to layouts of the genre of writings and cohesion and coherence of the text. Moreover, each student succeeded in writing school graded essays. Implementing wikis into learning process showed their possibilities and shortcomings. Generally, wikis seem to be a good online tool within both L1 and L2 lessons, which promotes student-centred approach and collaboration.

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Appendix

1) Examples of wiki-based peer-correction taken from class wikis (English language lessons).

What is the best way for you to spend your free time?

I spend my free time with my family or with my best friends. We sometime spend our time at home or on my competition. But I want spend my free time only with my family, because they are more important for me.

In my opinion we can spend our free time together at home. Firstly I want spend my free time with them in games, talk more, more going for trips etc. It is true that many people haven't time for other people, while work or spend their free time in the club, on their mobile phones or in the bed. Many people say that their free time doesn't exist. **However**, everyone would be the time for family should do. **Consequently**, I would have had to time for my family.

In summary, I would like to say that family and time spent with family is the most important.

Content	headline	ok
	1.introduction	ok
	problems	there is just one big problem about the <i>lack of time</i>
	summary	maybe more words about the problem
Linking words	sentences	ok
	praragraphs	ok
	commas	Firstly ,
Lexis	vocabulary	the marked words, maybe a little bit more for this topic
Grammar	+	Consequently, I would like to..., the most important, I would have had to...
	-	lots of word <i>spend,time,free time... at competition(s), sometime(s), for the other people</i>
		Maybe there are too difficult senteces - like: <i>However, everyone would be the time for family should do.</i>

lack of time - nedostatok času

Picture 1: Screenshot of Home essay (1) and a filled Template

What is the best way for you to spend your free time?

Well, it is important to find your free time and to invest it to useful things.

As well, it is good to spend it with someone; anyway, many people prefer to be alone. Usually you spend it with your friends and obviously, with family.

However, I think that the most important is not with whom you spend it but how you spend it. Studying more than you have to, is a good idea. Nevertheless, I do not think, there are many people who want to do it. People should also enjoy their free time. We can play some sports. This may help your health at the least.

But mostly, it depends on what you are interested in. If you liked nature, you should go to a park or a forest. For social people is better to go somewhere where are many people, for example a café or some cultural events.

In conclusion, It is on each person with who, where or what do to. Everyone should choose his own combination which is ideal for him. Therefore, you can have many combinations. In fact, you can modify them anytime. All is just on you.

Content	Headline	yes
	introduction	yes
	opinions	yes
	solution	yes
	summary	yes
Linking words	sentences	yes
	paragraphs	yes
	commas	I think, there are mistakes (f.e. obviously, with family)
Lexis		yes, good
Grammar		small mistakes, I think (f.e. free time and to invest); (studiing more, than you have to - ???); (if you liked nature)

Picture 2: Screenshot of Home essay (2) and a filled Template

2) Examples of wiki-based peer-correction taken from class wikis (CLIL Social Science classes)

 /ZSV/Team 3/home edited

...
You are good at assessing and I like your approach to Social Science. 

3-team home page

 On tuesday we talked about Maslow's hierarchy of needs. Everyone would put it order differently. We all know what is the most important for us.

 Last lesson we spoke about our motivation and how we can divided it. It was interesting but for me maybe little confusing.

Hi, So I choose link about our view to ourself, because it engaged me.

Picture 3: Screenshot of Home Team evaluation of the lesson

...
31.3.2015 - Hodnocení

 Last lesson was ok. We were talking about type of motivation. We learned a lot of new interesting words.

 Yea it was good. We were going through what we started the class before. It wasn't hard. We talked about the Maslow's pyramid of needs and motivations. To me it was a bit boring but it was may be cause it was too simple..

 - i wasnt at school last tuesday.

Summary -

Picture 4: Screenshot of Home Team evaluation of the lesson

Story about people in important life situation

Long time ago there was a village, where our story was taking place. Over the village there was a high hill, where one rich man lived in a beautiful house, we will say him Lord. So this Lord was interested in collecting paintings. In the village lived one old man, who had valuable painting, but he didn't want to sell it. One day when the Lord wanted to try to persuade the old man, he met his beautiful young daughter. daughter, because he had wanted to try to persuade the old man. After they fell in love and they had wedding. She had everything, but he wanted one thing. He said: "You said her that she had to stay here, I here because he didn't want to you she went to the village." village. She agreed. One day she left her house, because she had felt alone and bored. In the village she found a lover, who did baker for living. So she started leave her house more often. One night she was late, because she had stayed longer with her lover. She had to go across the bridge, but this bridge had closed. There was a soldier, who protected this bridge. She pleaded him to go, but he didn't let her go. She went to the fisherman, because he had had boat and he could help her. But he wanted 1000 € immediately. Then she went to her lover to asked him for money. He didn't give her any money, but before he had offered her together living, living, when she left her husband (Lord). She didn't want. Then she decided to go across the bridge, when the soldier wasn't looking. He shot her, because he had seen her. She died.

Picture 5: Screenshot of Home collaborative writing during CLIL Social Science Lessons