

- The instructor distributes a picture story (4–5 pictures). Task: in pairs, the students are to find an attractive title for the whole story as well as a subtitle for each picture.
- The instructor randomly distributes a text without paragraphs or titles (max. 2/3 page). Task: find a title for the text, organize it into paragraphs and formulate subtitles!
- The instructor distributes a story which has been cut into strips (one paragraph on each strip of paper). Task: find the right sequence and put the story development in the right order, decide on subtitles. Then, glue the strip on a piece of paper and write the titles and subtitles on it!
- The instructor provides the class with a topic, e.g. “A presentation about our capital city”, “An important personality from our culture” or “My life in two cultures”. Task: if you had to write a text, or give a presentation about one of the topics, what kind of a title and subtitles would you choose?
- Task (possibly in conjunction with the previous suggestion): write a text, structure it with appropriate subtitles and at least four paragraphs!

3. Illustrations and layout as means of design

3rd–9th grade

30 minutes



- The above suggestions can be easily expanded with further questions: how could we make the text clearer and easier to read with illustrations? Which design and layout would enhance the text?
- Self-experimentation and tryouts (also on the computer) should most certainly be encouraged. In addition to the above ideas, worksheets which students create for one another in conjunction with non-fiction texts and presentations may be suitable for this purpose.

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Techniques for revision and self-correction

Goal

The students should learn how to review and revise their texts to improve them. This pertains to content on the one hand (clarity, logical structure, attractive presentation to the reader), and formal aspects of the text (grammar, syntax, correct forms) on the other hand. The careful revision and optimization of the texts furthers students' competence in the written and standard form of their first language as well as the general awareness of the written form. Working with others in this process is preferable to revising text independently, as it promotes language awareness through interactive communication and, parallel to this, the linguistic resources of two or three students are being used to advantage.

1. Writing conference: editing texts together

2nd–9th grade

30 minutes



Materials:
reference books and dictionaries.

This interactive process of text editing is known to many students from their regular classes. Moreover, it is particularly well suited for teaching in the heritage language, as it promotes awareness of, and competence in, the standard language.

a) As a prerequisite for this task, the students must have composed a text (preferably not more than one page). Those who are finished with their text, practice reading it out loud. Then they seek out one or two partners with whom to practice and improve the drafts. (Variant: the instructor creates editorial teams.)

b) The students take turns, slowly reading the whole text to the others in the group and posing the following three questions (they can be written on the board, on pieces of paper, or provided as copies): Did you understand

the text? What do I need to clarify? What is good, what is not so good? The reader then makes notes about the feedback received.

c) Next, the text is reviewed sentence by sentence. The questions at this stage are: is the sentence clear and understandable? Is it linguistically correct (form and structure)? Are there better words to describe a certain concept? Is the grammar and spelling correct? (use a dictionary to verify!)

d) Then it is the turn of another student.

e) When all the texts in the group have been discussed, the students write an improved version of their text. These final versions will be corrected with comments by the instructor. Ultimately, the texts should be made available to all students in the class. (See # 12 below: target reader reference).

2. Editing a text alone (and discussing it later with the instructor)

2nd–9th grade

30 minutes



Materials:
reference books and dictionaries

Individually editing a text is necessary when there are no possibilities of a collective discussion of the text with other students (e. g. when dealing with homework writing assignments). Whenever possible, the student should receive external feedback (from parents, siblings, teacher, etc.), however.

In order for students to edit their own texts when working alone, it is important to provide them with clear guidelines and a list of helpful questions and suggestions, such as:

- Could I reformulate the title of my text to make it more interesting and exciting, or to provide a clearer indication of the content?
- Does my text have a clear structure (introduction/overview, main body, ending/summary); is the progression logical? Have I kept to the topic?
- Does the text begin with an interesting and informative sentence which captures the reader's interest, or could it be improved?
- Have I chosen clear and concise words without repeating them too often?
- Are there grammar forms (tenses, verb forms) that I am not sure of, and whom can I ask for advice? (Mark these passages and ask the instructor for help).
- Is my text free of spelling mistakes, did I clear up uncertainties with the help of dictionaries? (Students should have access to dictionaries, etc., and know how to use them, of course. This includes techniques for looking up words as well as awareness of the order of letters in the heritage language as opposed to the alphabet of the school language, etc.)