

Posttest

Token	Definition	Coding Rules	Examples
Category 1: Use of Definitions as Learning Aids			
G1.K1	Definitions of Unknown Terms	Students appreciate the use of definitions as helpful when terms are unknown.	"The material was helpful because it explained some unclear terms well." (HZ76)
G1.K2	Time-Saving Nature of Definitions	Students value working with definitions as helpful because terms are succinctly explained.	"You can see the definitions listed briefly, clearly, and neatly. This makes learning the terms easy." (MB63)
G1.K3	Improvement of Expression	Students utilize definitions to enhance their expressions.	"I used the definitions for describing the climate, e.g., I used the term 'periodic dry season'." (AC129)
G1.K4	Simplifying the Writing Process by using Definitions	Students find that having definitions of relevant terms simplifies the process of writing a localization.	"It was helpful because it was easier to write a localization with the definitions." (BE14)
Category 2: Non-Use of Definitions as Learning Aids			
G2.K1	Definitions of Familiar Terms	Students don't consider the definitions helpful because they already know the terms.	"Personally, I didn't find the material appealing to me because I already knew the definition and didn't need help." (BK25) "I personally didn't find all definitions important because I already knew them." (HM16)
G2.K2	Time-Consuming Nature of Definitions	Students avoid using definitions as they find reading all definitions too time-consuming.	"It seemed helpful, but I didn't use it because it seemed too time-consuming to read." (FC28) "No interest in reading all of that." (LO12) "I didn't use the material because I was too lazy to read it and I knew most definitions already." (ZA5)

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Category 3: Use of Checklists as Learning Aids			
G3.K1	Orientation in Writing Localizations	Students find checklists helpful as they offer orientation when unsure about the structure of a localization.	<p>"I wasn't familiar with the structure of a localization. The checklist made the structure clear. Checklists provide guidance in writing." (DB4)</p> <p>"I didn't always have all elements in my mind. The checklist helps." (RK15)</p>
G3.K2	Structuring Aids	Students use and find checklists helpful in structuring their localizations.	<p>"It's helpful in writing because it provides the overall structure." (VV74)</p> <p>"I find it helpful because it provides an overview, allowing me to complete the localization without forgetting anything." (AM11)</p>
G3.K3	Time-Saving Nature of Checklists	Students find checklists helpful due to their quick readability and easy ticking off of individual points.	<p>"Also, these are bullet points that are quick to read and check off." (J41)</p> <p>"I used Material M2 because it succinctly states the points to be explained, and combined with my general knowledge and class teachings, writing becomes easy." (YB46)</p>
G4.K4	Self-Evaluation through Checklists	Checklists allow students to self-evaluate after writing a localization.	<p>"I found it helpful to add any missing information." (AC129)</p> <p>"It's helpful because, based on a few bullet points, you get a good overview of the quality of your text." (BK25)</p> <p>"You can see if everything required in the written localization is there." (AM39)</p> <p>"Useful because I noticed some aspects that I should have included, which I had forgotten or overlooked at that time." (LB76)</p>
G4.K5	Appeal of the Term "Checklist"	Students find the term "checklist" appealing, motivating them to use it.	<p>"The heading 'checklist' inspired me to read and use it." (LO12)</p>
Category 4: Non-Use of Checklists as Learning Aids			
G4.K1	Familiar Structure	Students don't use the checklist because they're already familiar with the structure of a localization.	<p>"I didn't use it because I can remember what belongs in a localization." (ZA5)</p>

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G4.K2	Redundancy	Students find the checklist unnecessary.	"It wasn't helpful because it was just a repetition. I didn't need it." (SF200)
G4.K3	Use of Other Learning Materials Instead of a Checklist	Students don't use the checklist because they prefer working with other materials.	"I didn't use the material because I preferred working with the phrasing from M5." (N55)
Category 5: Use of Tables as Learning Aids			
G5.K1	Phrasing Aids in Table Form	Students use and find phrasing aids in table form helpful for writing localizations as it can be difficult to find suitable phrasings.	"I found the material helpful because the table can be used well when one has no idea how to phrase a sentence." (SH91)
G5.K2	Clarity of a Table	Students find the tabular form particularly clear and use it for this reason, finding it helpful.	"It's clearly laid out in a table." (MB63) "I found it helpful because I could always refer to it, and being in a table made it clearer than usual." (N55)
G5.K3	Simplification of the Writing Process	Students use the table and find it helpful for writing localizations as it simplifies the overall writing process.	"Pre-made phrasings simplify my work in writing localizations." (HY98) "It can be helpful in formulating and generally in writing a localization or a text." (VV74) "It was helpful as it provided help in formulating, making the writing process easier." (NK41)
G5.K4	Time-Saving Nature of Tables	Students use a table and find it helpful as they are quick to use.	"You can simply glance at it quickly." (BE14)
G5.K5	Guiding Questions for Structuring	Leading questions help students structure their localizations.	"You get one or more phrasings for each question. That helps with writing and the structure, too." (MS56)
G5.K6	Range of Phrasings	Students find the diverse range of phrasings helpful.	"The table is helpful if you don't know phrasings. There were many phrasings." (GA23) "I used this material the most because I liked the phrasings and knew how to structure the localization best." (AC129)

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G5.K7	Linguistic Verification	The phrasings provide a means for a factual verification.	"Good verification while writing, to check if I wrote things correctly." (BE14)
Category 6: Non-Use of Tables as Learning Aids			
G6.K1	Use of Other Learning Materials Instead of a Table	Students don't use the table because they prefer working with other materials.	"I found the other materials more helpful." (AM39) "It's redundant as the phrasing aids are a better alternative." (NH57)
G6.K2	No Necessity in Using a Table	Students see no necessity in using the table.	"It was rather unnecessary when I had other aids available." (LB76)
G6.K3	Abundance of Phrasings	Students found the abundance of phrasings overwhelming and did not consider this material helpful.	"It was overwhelming at first glance because there were too many phrasings." (BK25)
Category 7: Use of Phrasing Aids as Learning Aids			
G7.K1	Assistance in Employing Suitable Phrasings	Students find phrasing aids helpful as it can be challenging to find fitting phrasings.	"Helped me in forming cohesive, concise, and well-phrased sentences." (LB76) "This material has good sentence beginnings and overall good sentences that one can use." (FC28)
G7.K2	Assistance at the Start of the Writing Process	Phrasing aids help students save time, especially when they are unsure of how to begin their localization.	"If I didn't know how to start, I could use it as a helpful guide." (AM39) "Sentence beginnings strongly assist in how to begin, making writing much easier." (KA40)
G7.K3	Phrasing Aids for Structuring a Localization	Phrasing aids assist students in structuring their localizations.	"It was helpful because I only had to insert the missing information. It provides structure." (JM79) "I can also use it as a basis for my localization." (VV74)
G7.K4	Phrasing Aids for Improving Expression	Phrasing aids help students express themselves more clearly and effectively.	"It's really helpful because it enables clearer and better presentation of information." (NK32)

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G7.K8	Phrasing Aids to Expedite the Writing Process	Phrasing aids expedite the students' process of writing.	"It helps in constructing sentences faster and writing more quickly." (NH57) "It's meaningful and saved me time as I didn't have to spend time formulating sentences, allowing me to focus on the content." (LB76)
Category 8: Non-Use of Phrasing Aids as Learning Aids			
G8.K1	Tabular Format Instead of Pure Text Form	Students find phrasing aids in a tabular form more helpful than in pure text form.	"I didn't use this material because I used material M3 instead." (SH91)
G8.K2	No Need for Using Phrasing Aids	Students already possess a range of phrasing aids and don't require additional ones.	"Personally, I already have typical phrasings that I always use." (BK25) "I preferred to create my own sentences." (GE35)
Category 9: Use of Model Texts as Learning Aids			
G9.K1	Model Texts as a Template for Structuring	Model texts provide students with a template for structuring their localizations.	"I used it because it shows an example of how a localization should be written and structured." (ZA5) "It's a good template to see what a good localization might look like." (GA23)
G9.K2	Model Texts for Simplifying the Writing Process	Students believe that model texts simplify the process of writing a localization.	"It was helpful because all I had to do was add information about the given region, which made it easier." (BK25) "I didn't use it, yet I'm realizing that if I had used the materials, most of it would have been easier." (FC28)
G9.K3	Self-Evaluation through Model Texts	Model texts enable students to self-evaluate while and after writing a localization.	"Good for comparing my text and structuring it similarly." (NH57)
G9.K4	Confidence through Model Texts	Students feel more confident in writing a localization when they have a template.	"A model solution for a task is always helpful and provides confidence." (LO12)
G9.K5	Model Texts with Color Coding	The use of different colors in model texts aids students in writing their own localizations.	"It was color-coded, making it easier to associate topics." (HM16)

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Category 10: Non-Use of Model Texts as Learning Aids			
G10.K1	Model Texts as Time-Consuming Learning Aids	Students don't use model texts because they find reading the entire text time-consuming.	"It was too long, and I didn't have the time to read it all." (FC28)
G10.K2	Model Texts for Independent Learning	Students value model texts for independent learning outside of school.	"It's helpful for personal study but not for quickly completing a task in class." (J41)
Category 11: Wishes for the Use of Learning Aids in Geography Lessons			
G11.K1	Use of Phrasing Aids in the Future	Students wish for the incorporation of phrasing aids in geography lessons	<p>"They would be generally helpful." (ZA5)</p> <p>"Phrasing aids would be helpful as they assist in organized and careful work." (JM79)</p>
G11.K2	More Practice Opportunities in Geography Lessons	Students desire more practice opportunities in their geography classes.	<p>"To write better texts in geography, I would need more experience in writing texts or localizations. Nowadays, I don't feel entirely confident as we haven't had many practice exams." (VV74)</p> <p>"It would help me to write more texts to practice text writing." (MS56)</p> <p>"It would help me handle written tasks better if we dealt with similar tasks in class and then discussed them in class." (SH91)</p>
G11.K3	Use of Model Texts in the Future	Students wish for the use of model texts for various written tasks in geography lessons.	<p>"A model text like in M5 is a very good preparation for a localization in the Abitur. You just have to memorize the structure and then write it down." (BK25)</p> <p>"Model solutions would help me write better texts to use correct text structures and to enhance my understanding of texts." (NH57)</p>
G11.K4	Use of Checklists in the Future	Students wish for the use of checklists for various written tasks in geography lessons.	"A checklist with the elements used in the text would help me." (HY98)
G11.K5	Use of More Learning Aids in the Future	Students wish for the overall use of more learning materials in geography lessons.	"Something like these materials here would help me a lot. When I switched school, it was very difficult for me, and I had never written a geography exam, so I messed it up because I lacked these kinds of learning materials." (NK41)

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G11.K6	Feedback from Teachers	Students wish for feedback from their teachers on written tasks in geography lessons.	"Maybe just write more texts and then submit them to get feedback from the teacher." (N55)