

Die Textprofis: Stärkung der Basiskompetenzen Lesen und Schreiben an Hauptschulen und Werkrealschulen

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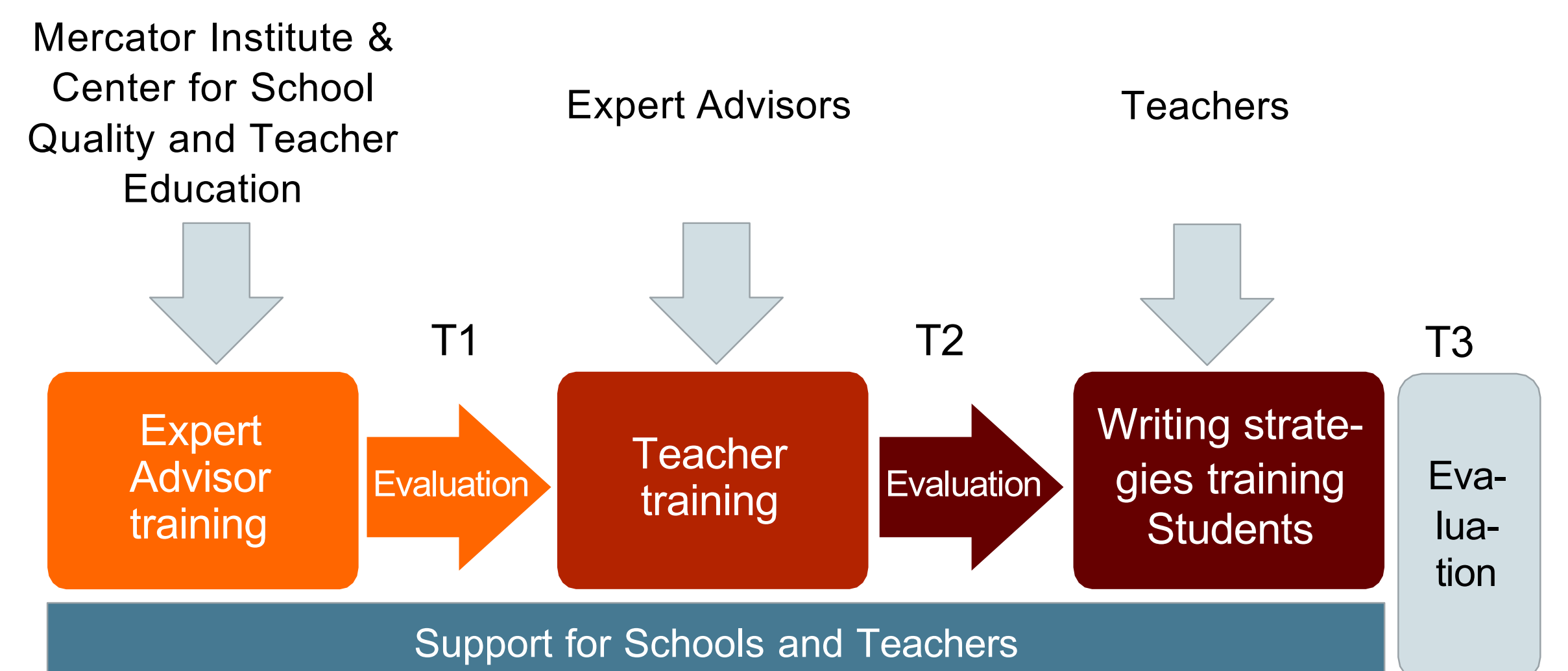
Introduction

Good writing skills are not only necessary for success in school, but also for participation in society. Governmental reports in the Federal Republic of Germany show that writing and reading competencies of students between the age of nine and fourteen (4th to 9th grades) are not sufficient: The data of approximately 30,000 4th graders from over 1,500 schools show that only 53.9% meet the standard age-appropriate requirements regarding orthography; 22.1% though failed to reach the minimum standards (Stanat et al., 2017; Stanat et al., 2022). The Project „Die Textprofis“ aims to promote the basal reading and writing skills of fifth graders at non-academic track secondary schools in Baden-Württemberg.

Research Questions

- (RQ1) How effective is the writing strategies training?
(RQ2) Which aspects of the intervention are connected with the implementation of the writing strategies training?

Design



Expert Advisor training

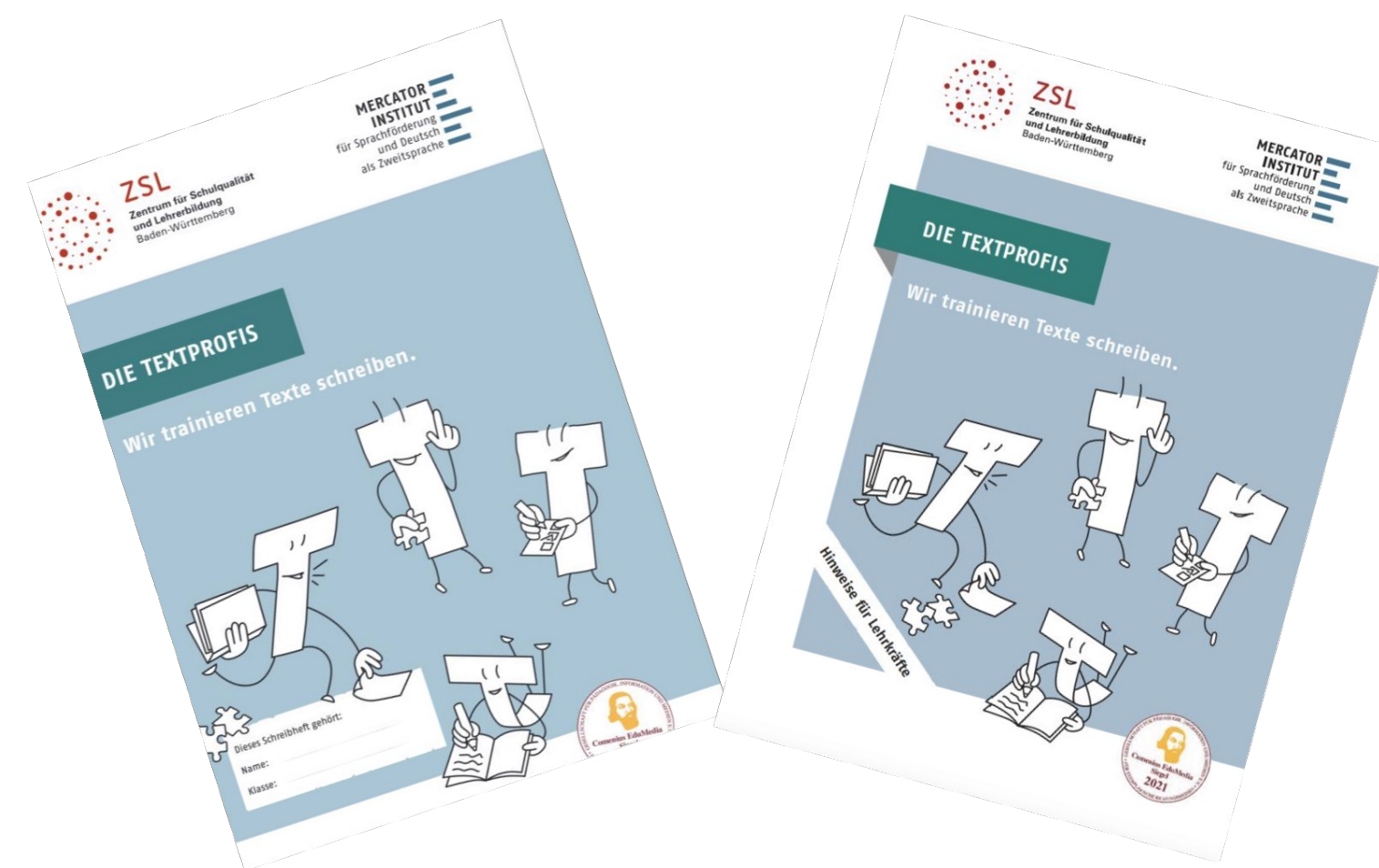
- ✓ Attendance to Blended Learning (BL) Training
- Promotion of writing skills: 9 units (approx. 45 min.)
- ✓ Attendance at three on-site trainings (approx. 4h)
- ✓ Attendance at 3 - 4 exchange meetings (approx. 60 min.)

Optional: Possibility to become a certified Trainer
Accomplishing two portfolio tasks (based on the BL Training, 1 x ca. 180 min, 1 x ca. 90 min.)



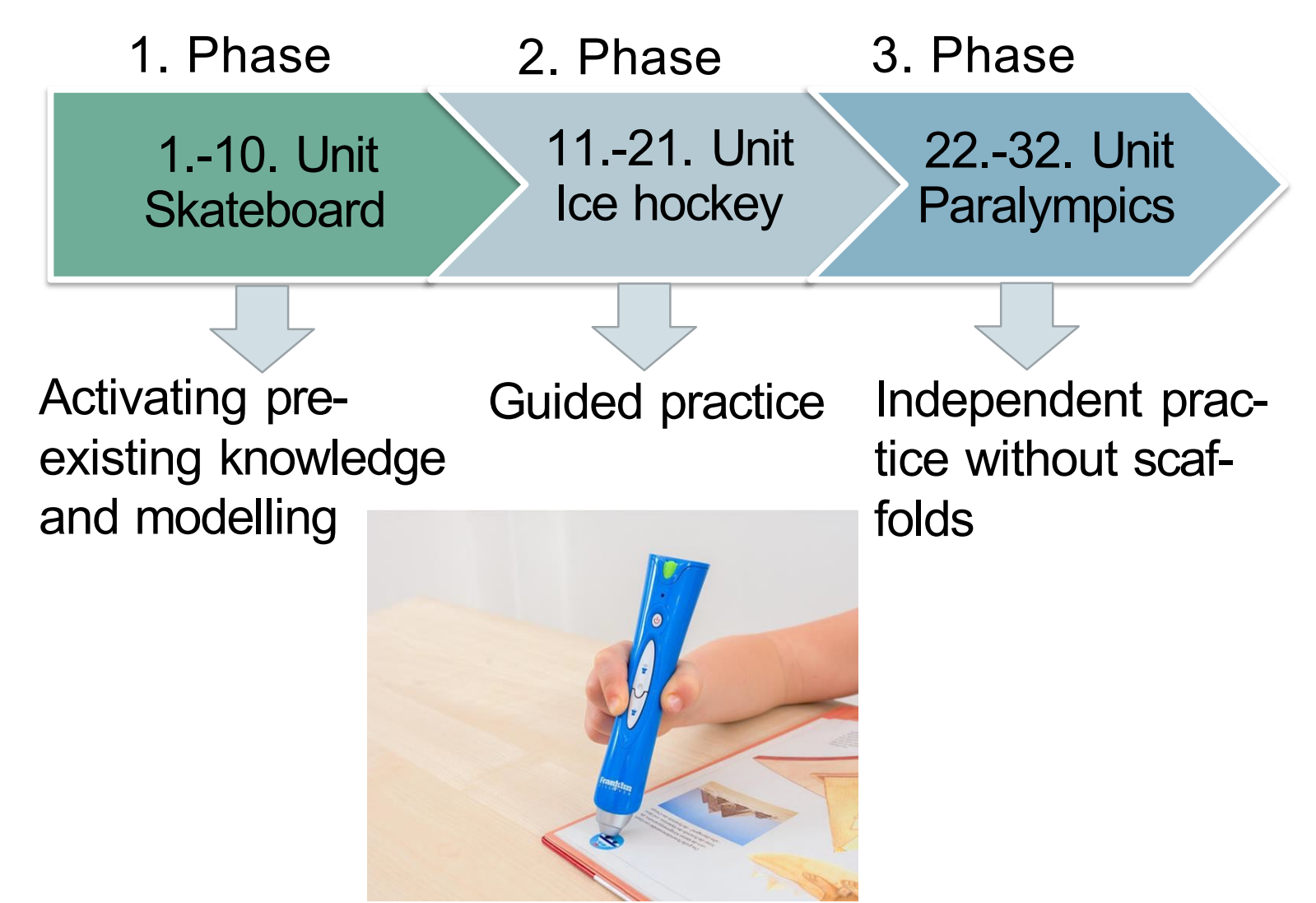
Teacher training

- ✓ Not standardized, designed by expert advisors
- ✓ For single Schools and groups of Schools
- ✓ Duration:
 - Online: 90-165 Minutes
 - Face-to-face: 90-130 Minutes
 - Timespan: 1 – 2 days
- ✓ Theoretical input, exercises, group work, work with the workbook for students



Writing strategies training

- ✓ Basis: „Self-Regulated Strategy Development“
- ✓ Text type: Summary
- ✓ Podcast as a primary text
- ✓ 8 weeks: 4 times a week for 20 minutes
- ✓ Training across subjects



Population & Instruments

Population	Intervention	Control
Recruitment	Application process	Recruitment via education authorities
Schools	30	12
Classes	39	13
Students	?	?
Expert Advisors	10	-
Teachers	30	4

(RQ1) Effectiveness:

- Pre- (T2) and Post-Test (T3) for Students (Knips et al., 2022; adapted from Souvignier & Mokhlesgerami, 2006)
- CFT-20-R (matrix subtest; Weiß, 2019)

(RQ2) Implementation:

- Questionnaires (Headmasters, Teachers, Expert Advisors, Students)

Results

- (RQ1) The data processing is not yet completed, no results can be presented.
(RQ2) Correlations of intervention aspects with implementation aspects.

Implementation aspects	Teacher training				Rating of the material & student training				Support Expert Advisors
	Participation	Satisfaction	Transfer	Usefulness	Acceptance	Feasibility	Cost-Benefit	Subj. Learning Success	
Frequency	r .05	.99**	.36	.62	.10	.30	.29	-.03	-.20
Fixed times	r -.27	.27	-.22	.47	.08	.43	-.01	-.01	.16
Two units in one (40 min. per day)	r .20	.91*	.64	.60	-.11	.26	.28	.37	.23
20 minutes per unit	r .30	-.50	-.76	-.78	-.17	.12	.01	.22	.25
More than 20 minutes per unit	r .08	.63	-.39	-.03	-.30	.21	-.14	-.07	-.06
Implementation across subjects	r -.49	.46	.13	-.35	.16	.15	.44	.19	-.63*
Implementation during class	r .59	.63	.76	.12	.05	-.29	.02	-.14	-.11
Implementation in a Learning Band	r -.55	-.83	-.24	-.66	.12	.15	.02	.02	-.83**

* The correlation is significant at the .05 level (2-sided).
** The correlation is significant at the 0.01 level (2-sided).

Discussion

- The effectiveness of the training will be examined within the presented study.
- The sample size of the study is very small, further studies on the implementation of writing strategies training(s) are needed.
- The connection between the supportive structures and the implementation of the training needs to be further examined.

Literature

Knips, C., Yilmaz Wörfel, S. & Jambor-Fahlen, S. (2021). *Ein Test zur Erfassung des Anwendungswissens von Lesestrategien* [test to assess the application knowledge of writing strategies]. Mercator-Institut für Sprachförderung und Deutsch als Zweitsprache.
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