



WRILAB 2:
*Developing an On-Line
Reading & Writing Lab for L2
Students*

Ursula Doleschal (U Klagenfurt/Austria)
Gerd Bräuer (UE Freiburg/Germany)

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**EU-project (Life Long Learning
programme)**

- *On-Line Reading & Writing Laboratory
for Czech, German, Italian and Slovenian*
- partners:
 - **Universities of Udine** (Italy), **Klagenfurt** (Austria), **Ljubljana** (Slovenia), **Prague** (Czech Republic) and Pedagogical univ. **Freiburg** (Germany)
 - **secondary schools** in the **Czech Republic, Italy, Slovenia**

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What to expect



1. On-line Writing Labs (OWLs) – What for?
2. Need analysis for WRILAB 2
3. Conceptual overview of the project
4. Progress report
5. Preliminary results
6. Open questions

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1. On-line Writing Labs (OWLs)

Some history of the Purdue OWL



- 1976 Purdue Writing Lab
- Soon after: Paper-based resources physically mailed to users upon request
- Pre-WWW: digital material through GOPHER
- 1994: Launching of On-line Writing Lab (first of its kind)
- 2005/06: Redesign and usability report

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1. On-line Writing Labs (OWLs)



What for?

- Originally: Support for long-distance learners in remote areas (USA, Canada, Australia)
- Now: digitization of higher education, making possible
 - Worldwide distribution of self-learning material
 - Support material for on-line courses and locally provided workshops and seminars
 - Support material for digital and one-on-one tutoring

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1. On-line Writing Labs (OWLs)



What's new for Web 2.0?

- OWLs provide the basis for e-learning and blended learning scenarios
- OWLs facilitate the needs of mobile learning:
 - Overall structure quick and simple
 - Formats usable for hand-held devices (mobile phones) on the spot
 - Chunks of information quickly to digest
 - Formats easy to download
 - Quick access to on-line support

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1. On-line Writing Labs (OWLs)

How do we define it?



An OWL is a digital representation of a local writing community. It is set up to provide the means of this local writing community for an extended audience. Interactivity initiated by the OWL will contribute over time to the reshaping of itself with regard to the diverse needs of its current users. Through its users worldwide, an OWL becomes a digital learning space/“hub” where local writing communities can “dock to.” With that, an OWL may also contribute to the redefining of its original community of writers on a long-term basis.

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2. Need analysis for WRILAB 2



The participating universities of this EU project indicate the following needs:

- growing international student bodies
- partially digital and mobile learners
- problems to transfer competences from L1 to L2
- lack of efficiency as independent learners in the host environment
- lack of familiarity with local host culture of higher education

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2. Need analysis for WRILAB 2



Therefore, WRILAB 2 aims to provide:

- a) A space to interactively explore individual strengths and weaknesses in independent academic learning
- b) Facilitation and guidance through clear structures and feedback by instructors and tutors
- c) A “hub” for L2 writers within a specifically defined cluster of languages (Czech, Slovenian, German, Italian)

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2. Need analysis for WRILAB 2



Why do we need an OWL for Czech, Slovenian, German, Italian?

- very little material for L2 writing in these languages
- writing is relegated to homework, no writing in class, no collaborative writing
- lack of writing courses for L2 students in university

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2. Need analysis for WRILAB 2



WRILAB 2 has the aim to address the needs of different user groups:

- students (high school and higher education) of the partner countries studying in one of these countries
- migrant students
- high school teachers and university instructors
- employees in tourism, journalism, commerce, public administration

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3. Conceptual overview



- Interactive language learning material with focus on writing skills
- On-line writing modules for different language proficiency levels
- On-line peer tandem and tutoring for L2 writers
- Pedagogical framework and material for L2 writing instruction

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3. Conceptual overview



On-line writing courses consisting of:

- Genre-based instruction
- Task design supporting writing as a process and the needs of different types of writers/learners
- Facilitated peer feedback
- Additional material for independent learning

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4. Progress report



- What have we achieved so far?
 - Questionnaire
 - Analysis of students' compositions
 - Development of 12 didactical units for each language (currently in progress)
- What lies still ahead?
 - Testing and completing the didactical units
 - Workshop for teachers
 - Final conference and volume (November 2016)

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4. Progress report



- **Questionnaire:**
- Writing attitudes, beliefs and experiences of future WRILAB2 students
 - 482 respondents (by March 2015)
 - from 49 countries

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4. Progress report



- **Attitudes towards writing**
Do you find it difficult to write well in your mother tongue?
 - Select to express what you think. From 0 "No, not at all" to 4 "Yes, a lot"
- **Confidence in writing**
How confident do you feel of ... ?
 - Correctly spell all the words in a text, without making any error (accents, apostrophes, double consonants, etc.)

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4. Progress report



- **Beliefs about writing**
- You write better ...
 - 1. ... with the help of your school mates
 - 2. ... with the help of a dictionary
 - 3. ... with the use of Internet
 - 4. ... when you make many corrections and revisions
 - 5. ... when you read and re-read while you are writing
 - 6. ... when you revise as little as possible

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4. Progress report



- **Learn to write texts**
If you want to become a good writer ...
- **Experiences with writing at school or university**
Think about your experience with writing in your mother tongue. How often did you ... ?
- **Writing strategies**
Think about what you do when you're planning to write in English. How often do you ... ?

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4. Progress report



- **Writing genres**

Think about writing in your mother tongue. How important are the following genres for your future?

- **Writing topics**

What are the topics you are so much interested in that you would like to write about them?

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5. Preliminary results



- **Some results of the questionnaire**

- more confidence in writing in L1

- problems with writing in L2 related to

- grammar
- spelling
- vocabulary
- language transfer

- more confidence in writing in L2 related to

- coherence and cohesion

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5. Preliminary results



- Students
 - give more importance to grammar and vocabulary knowledge than genre knowledge
 - are less inclined to ask peers for help
 - appreciate thorough feedback by teachers
 - Genres that students consider important for their future in L2
 - CVs, formal requests, essays, reports, syntheses

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5. Preliminary results



- **Some results of the analysis of compositions**
- only for German (Kuri & Doleschal)
 - Grammar and spelling better than
 - coherence and cohesion or structuring
 - lack of connectors
 - lack of text organizing devices, metatextuality
 - lack of hierarchical organization of a topic

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5. Preliminary results



- Development of genre-based „didactical units“
 - based on the following principles:
- Task arrangements should be
 - authentic and situated
 - supportive towards different needs of learners
 - focussed on the transfer of competences with regard to future tasks
 - linked to reflexive practice

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5. Preliminary results



- 12 units for each language
- each unit based on a genre
- contains
 - description of the genre
 - examples for good practice (with analysis)
 - tasks for planning, writing and revising
 - language resources
- one unit is online (Italian)

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5. Preliminary results




- <https://www.wrilab2.eu>

<https://www.wrilab2.eu/moodle/>



The screenshot displays the Moodle interface for Writelab2. At the top, there is a navigation bar with the Writelab2 logo, language options (Deutsch (de)), and user information (Meine Kurse, Mein Dashboard). Below this, a sidebar contains navigation and settings menus. The main content area shows a course overview for 'Writelab2 Moodle' with sections for 'Database', 'Introduzione', 'Pianificazione', 'Trascrizione', 'Revisione', and 'Autovalutazione'. Each section includes a brief description and a 'Gestisci' button. The 'Pianificazione' section features an image of colored pencils, 'Trascrizione' shows a handwritten note, and 'Revisione' shows a document with handwritten text. On the right side, there is a 'Social Network' section with icons for Twitter and Facebook, and an 'AREA RISORSE' section with links to 'RISORSE di Writelab2', 'WordReference.com', 'Translated.it', and 'Verbi ITALIANI'. The page number '25' is visible in the bottom right corner.



Einleitung

Exposé/Konzept/Erwartungshorizont


Ein Exposé oder Konzept schreibt man, um jemanden von einem eigenen Arbeitsvorhaben zu überzeugen, der/die für die Durchführung dieses Vorhabens wichtig ist. **Mehr...**

INHALTSVERZEICHNIS

Zur Textsorte

Die Struktur

Sprachliche Merkmale



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STARTSEITE / MEINE KURSE / DEUTSCH / U11DE / EINLEITUNG /
EXPOSÉ/KONZEPT/ERWARTUNGSHORIZONT

Exposé/Konzept/Erwartungshorizont

Sprachliche Merkmale

Exposés haben alle Merkmale von wissenschaftlichen Texten: Sie sind unpersönlich formuliert. Das heißt, sie enthalten Nominalisierungen, Passivkonstruktionen. Sie verweisen auf andere Texte, enthalten also direkte und indirekte Zitate und Literaturverweise. Die Formulierung ist sachlich, kommt also ohne expressive sprachliche Mittel wie schmückende Adjektive oder Hyperbeln (Überreibungen) aus.

Argumentationsstrategien

Die Argumentation ist sachlich und emotionslos. Sie stützt sich auf anerkannte Fakten, Belege und nachvollziehbare Beweise. Es genügt nicht, sich auf das Offensichtliche zu berufen. Autoritäten können nur durch Zitate die Argumentation stärken. Die eigene Meinung, Erfahrung, Position stärkt die Autorität des Textes nicht; im Gegenteil – er wirkt dadurch subjektiv.

Gruber, Huemer, Rheindorf 2009, Kruse 2010, Kühtz 2012

INHALTSVERZEICHNIS

Zur Textsorte

Die Struktur

Sprachliche Merkmale

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Exposé

Stärkung der Sozialkompetenz von Jugendlichen durch Zeitgenössischen Tanz

1. Thema und Problemstellung

Diese VWA **stützt sich auf die Ergebnisse** der Pilotstudie "Tanz in Schulen in NRW - ein empirischer Blick in die Praxis" des Bundesverbands Tanz in Schulen e. V. im Jahre 2008. **Die Untersuchung** dieser Studie **beruhte auf** insgesamt 230 Tanzprojekten mit TanzpädagogInnen an Schulen. Es **wurden** während diesen Einheiten unterschiedliche Tanzformen besprochen, zum größten Teil jedoch wurde zeitgenössischer Tanz (Hip-Hop, Jazz, Modern, Streetdance) **unterrichtet**.

Alle beteiligten Akteure **äußerten sich** positiv zu diesem Projekt. Ein Großteil der SchülerInnen war zufrieden (34%) beziehungsweise sehr zufrieden (50%). **Insgesamt** gab es **Wünsche zur Weiterführung des Projektes seitens der PädagogInnen, Lehrer, Schülervertreter und Schülers**. Die PädagogInnen **werteten** unter anderem den Lernerfolg der SchülerInnen **bis** sehr positiv. **Darunter fällt** erworbene Kreativität, rhythmisch-musikalische Fähigkeiten, erhöhte Selbstwahrnehmung und Körperwahrnehmung, motorisch-koordinatorische Fertigkeiten und ebenso das Sozialverhalten der SchülerInnen. Die

Beispiele für wissenschaftliche Ausdrucksweisen wurden grün markiert.


Verweise

Passivkonstruktionen

Nominalisierungen


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6. Open questions



SchreibCenter

- Writing long texts or texts that require a lot of preparation?
- Feedback?
 - Who?
 - format
- How keep it alive after the end of the financing period?



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