

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Poster Session: Literacy Research Projects

Chair: Patricia Schillings, University of Liège, Belgium

Tuesday, July 24, at 10.00–11.00

Location: Seminar Building / Room S 25

LITERACY CHANGES LIVES.

Fostering the development of conceptual literacy by adaptations of student directed speech across the grades

Presenter:

Katrin Kleinschmidt-Schinke, Dr., University of Cologne.

Abstract:

The aim of the study was to describe linguistically as detailed as possible how teachers change their speech while addressing pupils from different grades (cf. Kleinschmidt 2015 a. 2017; Kleinschmidt-Schinke i. pr.): The underlying assumption was that they change their language from lower to upper grades more and more towards “konzeptionelle Schriftlichkeit” (Koch/Oesterreicher 1986; approximate translation: “conceptual literacy”) and thus implicitly support the development of numerous literacy-related abilities of their students in spoken language. The methodical idea was to keep the teacher constant in three different grades: in a 5th/6th class (lower grade of german *Gymnasium*), in an 8th/9th class (middle level) and in a 11th/12th class (upper stage). In that way, two teachers of *biology* and two of *german* were involved and each of them was videotaped during a double lesson in each of the three grades. Thus, a direct, intraindividual comparison of the speech they used to address the different audiences was possible. Additionally, four primary school teachers (3th classes) were involved in the study to enable an interindividual (and indirect) comparison with the speech of the secondary school teachers. A further goal of the executed study was to describe the (changes of the) micro- and macrointeractional support mechanisms the teachers applied in the different grades to foster the development of conceptual literacy of their students (i.e. reformulations or scaffolding procedures). In sum, the modifications of student directed speech across the grades can be interpreted as a part of the “professional competence” (Kunter et al. 2013; cf. Kleinschmidt 2016) of the teachers.

References:

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Kleinschmidt, Katrin (2015): *Die an die Schüler/-innen gerichtete Sprache. Erste Ergebnisse einer Studie zur Adaptivität sprachlichen Handelns von Lehrer/-innen*. In: Bräuer, Christoph/Wieser, Dorothee (Hrsg.): [Lehrende im Blick – Empirische Lehrerforschung in der Deutschdidaktik](#). Wiesbaden: Springer VS. pp. 199–226.

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Kleinschmidt, Katrin (2016): *Sprachliches Lehrerhandeln als Bestandteil der professionellen Kompetenz von Lehrerinnen und Lehrern – Konturen eines wenig beachteten Forschungsfelds*. In: *Lese-räume – Zeitschrift für Literalität in Schule und Forschung*. Vol. 3. No. 3. pp. 98–114.

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Kleinschmidt-Schinke, Katrin (i. pr.): [Die an die Schüler/-innen gerichtete Sprache \(SgS\) – Studien zur Veränderung der Lehrer/-innensprache von der Grundschule bis zur Oberstufe](#). Berlin, New York: de Gruyter Mouton (=Reihe Germanistische Linguistik, Vol. 310).

Kunter, M. et al. (2013): *Professional Competence of Teachers. Effects on Instructional Quality and Student Development*. In: *Journal of Educational Psychology*. Vol. 105. No. 3. pp. 805–820.

Bio Note:

Katrin Kleinschmidt-Schinke, Dr., studied German Language and Literature and also Biology in Oldenburg (Bachelor of Arts and Master of Education for German *Gymnasium*). In 2010 she became Academic Assistant at the University of Oldenburg for German Language Teaching; 2013 she changed to the University of Cologne as Academic Assistant and Lecturer in the workgroup *Literacy*. Her dissertation “Adaptive Teacher Talk: Student Directed Speech (SDS) from Primary to Secondary School” was accomplished in 2016 and will be printed this year by the publishing house de Gruyter Mouton (Reihe Germanistische Linguistik, Vol. 310). In May 2018 she became Academic Council (“Akademische Rätin auf Zeit”) at the University of Cologne. Her research interests are: (adaptive) teacher talk, language of schooling, development of conceptual literacy in spoken language, plain language, developmentally sensitive support of writing competence.