

Monolingual Writing Support with Bilingual Benefits: The Majority Language as *aide-de-camp* for the Heritage Language



Nicole Marx



Title: “Writing Skills Support in Multilingual Secondary Schools. The Effect of Profiled Revision Tasks on Written Production of 6th Grade Students in the L1s German and Turkish and the L2 German” (**SimO**)



www.simo.uni-bremen.de

Project Funding Reference Number: 01 JM 1304 A/B



Partners:

Universität Bremen: Nicole Marx, Anne Kathrin Wenk
Universität Siegen: Torsten Steinhoff, Lars Rüßmann



Funded from: 01.10.2013-30.09.2016

Follow-up project *TimO*: 01.10.2016-30.09.2019



Paradigm shifts, HL literacy skills and bilingual pedagogy

Two starting questions:

- Is there a *causal* relationship between writing in two languages?
- Can specific instruction in *one* language lead to higher proficiency in *another* language? (=> multilingualism pedagogy)

Research interest

Interdependence hypothesis:

“To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly and adequate motivation to learn Ly.” (Cummins 2010: 15)



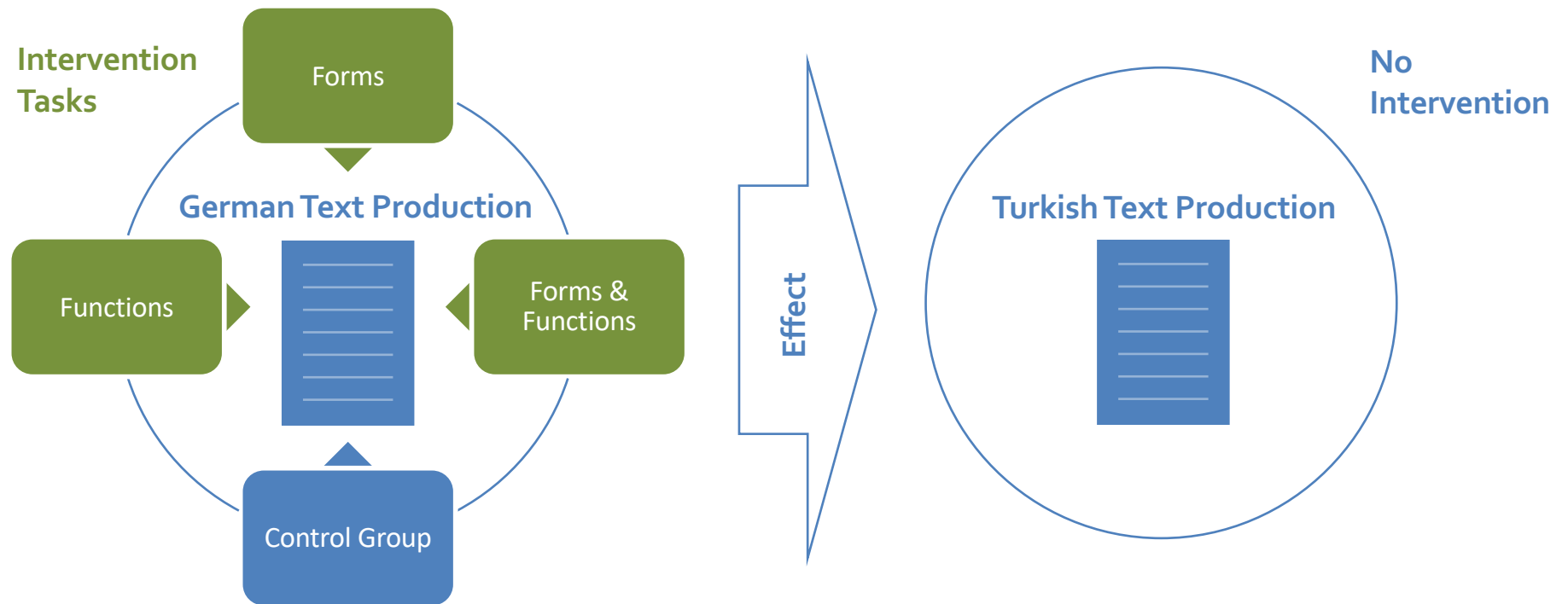
Supporting majority language literacy can support HL literacy



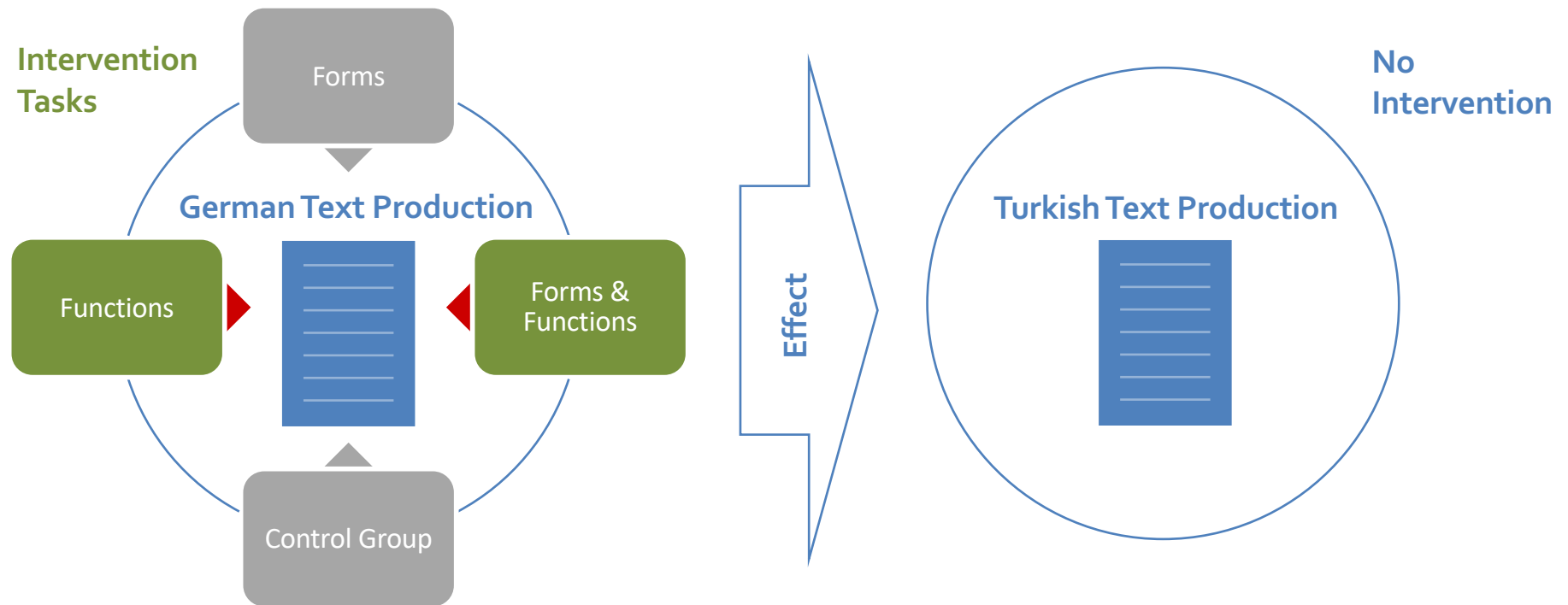
Goal:

Foster *transformation* of literacy skills from German to the HL
(cf. Larsen-Freeman 2013)

Design



Hypothesis



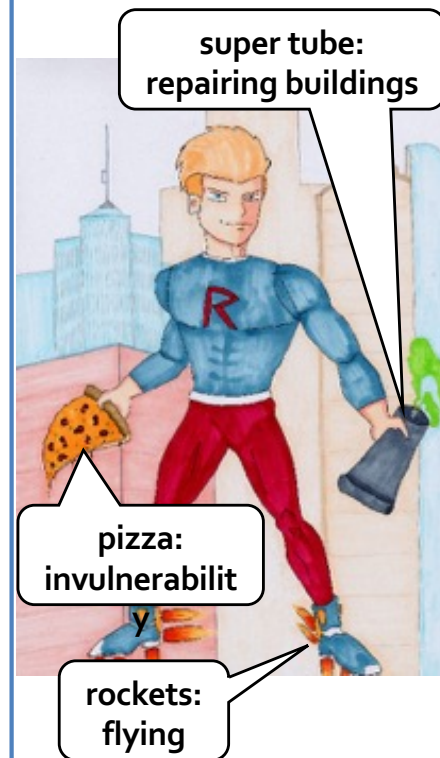
Writing tasks emphasizing **functions** in German result in better texts in the HL Turkish than other writing settings.

Design: Material-based writing (intervention) task in German

Step 1: Basic Description

Rocket Rob, super hero. There are houses. Rocket Rob is like a human. He has arms. At the bottom: feet. He has a pizza there. He flies. There are reasons for that.

Step 2: Image



Step 3: **Intervention**

e.g.: "Comparison"

Function:

"Compare Rocket Rob to other figures or people your reader might know."

Possible form:

"...looks like..."

Step 4: Text Production

Design: Material-based writing task in Turkish

Step 1: Basic Description

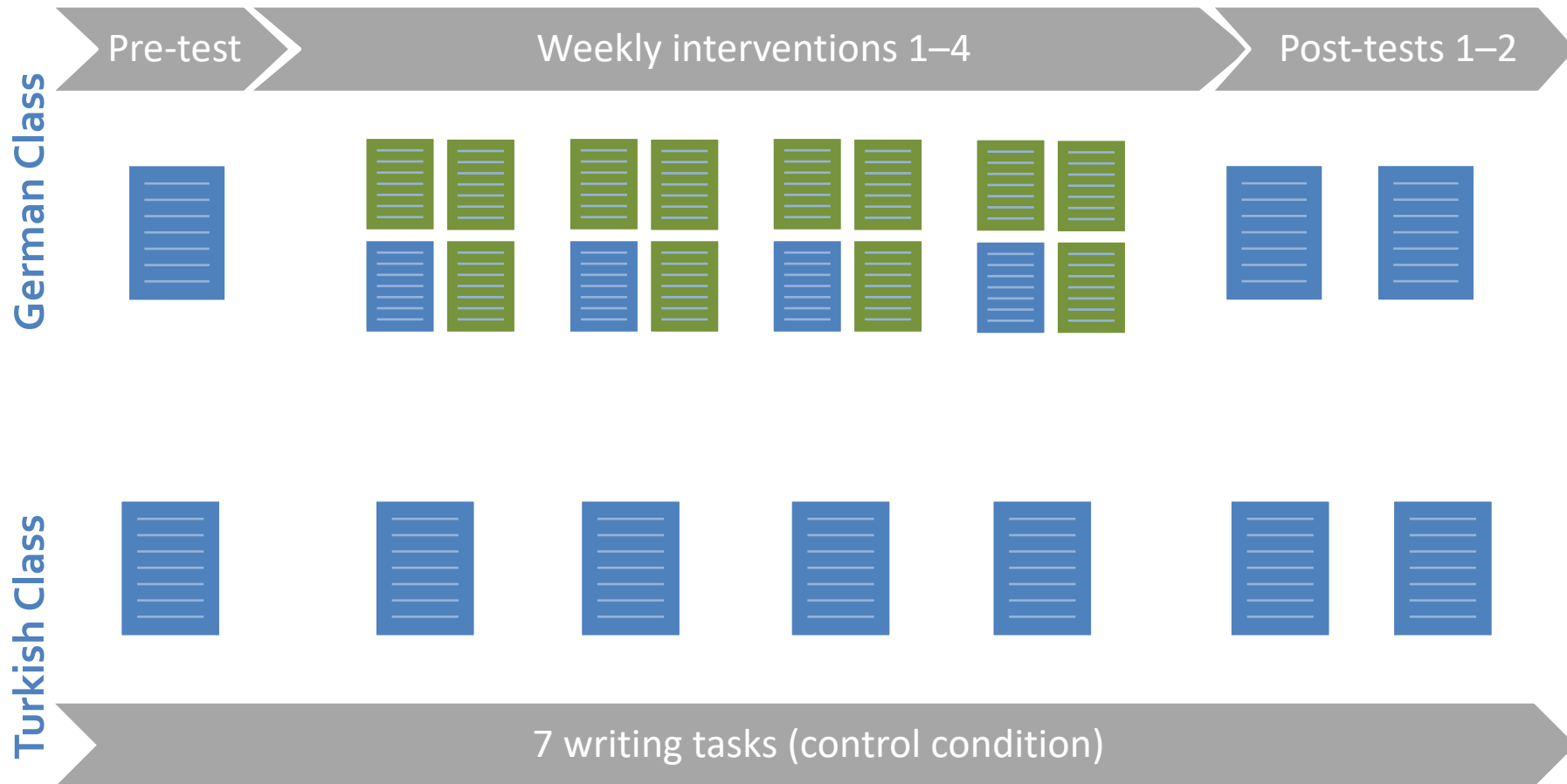
Karasu, kötü kahraman. Evler var. Karasu bir insan gibi. Karasu'nun saçları, ağız ve burnu var. Altında: flip-flop. Şurada Karasu'nun bardağı var. Karasu bazen görünmez. Onun için sebepler var.

Step 2: Image

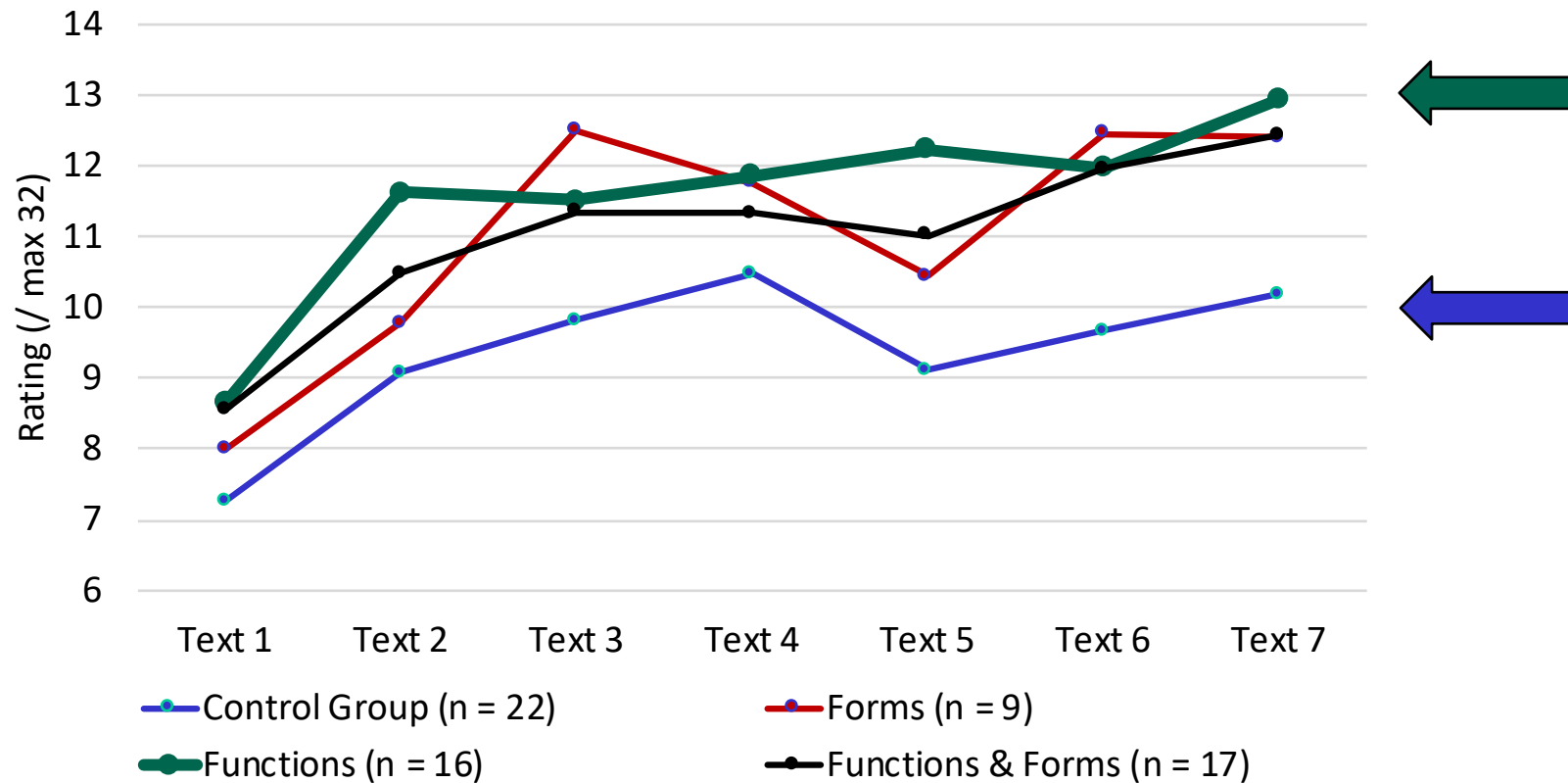


Step 3: Text Production

Design: Chronology



Results: Analytical rating for Turkish (n = 64)



Main effect for task condition ($F(3,60) = 5,19, p < 0,01, \eta^2 = 0,21$)
 → HL texts are better after function-based intervention in German.

Conclusions

- Consistent improvement of all four groups over time (“practice makes better”)
- Interlingual skill transfer occurred from the majority language into the heritage language when writers received explicit *functional* support
- This suggests that
 - more intensive cooperation between teachers of different languages could be beneficial for writing,
 - provided support focuses on *functional* aspects of texts relevant to *all* languages in *similar discourse contexts and genres*