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**Reading-writing-reading: An intervention study at lower secondary
level to enhance literacy skills**

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Literacy includes both reading and writing skills (Portmann-Tselikas, 2005). Thus, reading and writing, particularly in teaching, can hardly be separated. The design principles of the current two-year intervention at grades 5 and 6 are: firstly the interrelation between reading and writing activities; secondly comprehension strategy instruction and thirdly the constructivist idea of self-regulated learning. Each intervention comprises an arrangement of tasks, a complex and hierarchical programme of teaching and learning activities based on a text.

The research questions focus on learning processes, products as well as long term-effects, and call for a multi-method approach. We investigate processes by means of observations; products by means of linguistic text analyses, learners' metacognition, motivation and the desired move from "surface literary learning to deep literary learning and transfer" (Fisher, Frey, & Hattie, 2016) by means of questionnaires. Lastly, we investigate teachers' beliefs by means of guided interviews.

In our talk we will introduce the theoretical background and the realisation as well as the first results of the intervention as regards reading and writing skills.