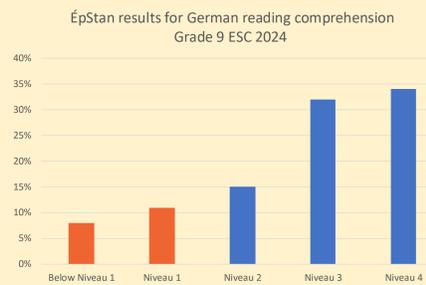


## 1. What is this project about?

**Aim of this project: Scientific evaluation of an intervention programme on students' academic language competencies**

### Context

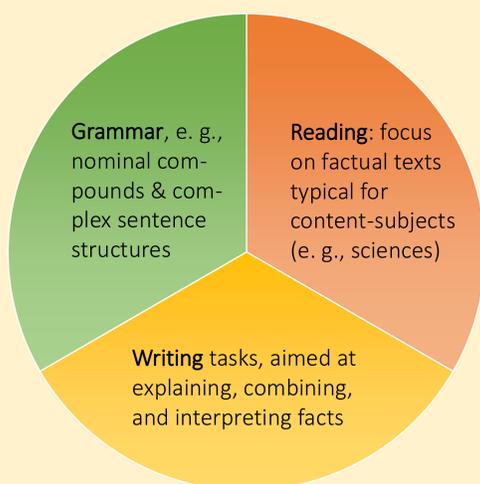
- Results of the Luxembourg School Monitoring Programme (ÉpStan) show that one in five high-achieving students is challenged by reading comprehension tasks both in German or French, the main instruction languages.
- Since comprehension difficulties in the instruction language can have negative effects on the performances in other subjects, an intervention programme has been initiated by a group of teachers at a secondary school.



### How is the intervention programme structured?

- Teaching units** designed and conducted by German language teachers  
**Focus: Enhancing academic language competencies in German in Grade 8**

### Key Areas of the Intervention Programme:



- Evaluation instruments** developed by researchers from the University of Luxembourg:

## 2. Examples of evaluation instruments

### Three conceptually comparable achievement tests:

- Composed with (open and closed format) tasks tackling key areas of the intervention programme (grammar, reading & writing);
- Test time: 50 minutes

**Beispielaufgabe 2 – Grammatik**  
Bilde mithilfe der Präfixe in der Tabelle und dem Verb „kochen“ jeweils 3 neue Verben. Schreibe einen Satz auf, in dem du das neue Verb verwendest!

**Die häufigsten Präfixe:**  
ab-, an-, be-, ent-, er-, fort-, nach-, unter-, ver-, vor-, zer-, zu-

**Beispiel:**

schreiben	Verwendung im Satz
abschreiben	Ich schreibe einen Text aus einem Buch ab.

kochen	Verwendung im Satz
1.	
2.	
3.	

**Beispielaufgabe 1 – Lesen**  
Was versteht man unter einem Asteroiden?  
Es gibt nur **EINE** richtige Antwort. Kreuze an!

<input type="checkbox"/>	a) Eine Kugel aus Eis, Gas und Staub.
<input type="checkbox"/>	b) Einen Gesteinsbrocken, der durchs All fliegt.
<input type="checkbox"/>	c) Einen natürlichen Satelliten, der einen Planeten umkreist.
<input checked="" type="checkbox"/>	d) Einen riesigen Ball aus Gas, der Licht und Wärme erzeugt.

**Beispielaufgabe 2 – Schreiben**  
Erkläre, wodurch eine Sonnenfinsternis und eine Mondfinsternis hervorgerufen werden. Schreibe deine Antwort in ganzen Sätzen.

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### Student questionnaire:

- available in German & French
- time spent in the national school system
- language(s) spoken outside school
- motivation towards and experiences with German as language of schooling

### Classroom observations:

**Objective:** detecting key features of German lessons in which students learn to understand and to use German as an academic language

### Focus:

- student-teacher interactions & cooperation
- use of teaching material in the classroom

**In welchen Jahrgangsstufen hast du luxemburgische Schulen besucht?**

	Ganz in Luxemburg besucht	Ganz oder teils im Ausland besucht	Gar nicht besucht
Précoce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindergarten (Cycle 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grundschule (Cycles 2-4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sekundarschule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Die Schüler:innen erhalten häufig Gelegenheit, allgemein- und bildungssprachliche Fähigkeiten zu erwerben, aktiv einzusetzen und zu entwickeln.**

	trifft nicht zu	trifft eher nicht zu	trifft eher zu	trifft völlig zu
5.1 Es herrscht ein Unterrichtsklima, in dem sich die SuS als fähige Sprechende erleben.				
5.2 Die SuS werden dazu ermutigt, ihre herkunftssprachlichen Kenntnisse einzusetzen, um sprachvergleichende Übungen und Reflexionen durchzuführen.				
5.3 Die Lesemotivation der SuS wird gezielt gefördert.				

## 3. Research question & methodology

**How effective is the intervention programme?**

### Mixed-methods design:

- Testing: Three conceptually comparable achievement tests (T0, T1, T2)**

	T0: Start 25/26	T1: Mid-25/26	T2: End 25/26
Group A	Initial state of both intervention Groups	Effect of intervention	Long-term impact / control group for B
Group B		Control group for A	Effect of intervention

### Delayed Intervention with Group A starting followed by Group B (N total = 178)

Group A	Start	End	-
Group B	-	Start	End

### Hypotheses:

	A=B	A>B	A=B
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- Student questionnaire**

	Shortly after T0: Start 25/26		
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- Classroom observations**

	6 observations during intervention lessons of group A		6 observations during intervention lessons of group b
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### Statistic analyses:

- repeated measures
- link with responses from student questionnaire and classroom observations
- potential group comparisons (groups A and B) between students based on their motivation and their starting level of achievement
- matching with reading comprehension scores (German) from the ÉpStan to look at long-term effects by using a standardised assessment

## 4. Expected Outcome

**A well-structured and combined application of various evaluation instruments will enable the research team to evaluate the intervention programme regarding its effectiveness for different student groups and adapt it over time to best meet the needs of the students.**

## 5. Outlook, limitations & literature selection

### Outlook:

- Expected positive effects for group A at T1 and group B at T2.
- If the project shows positive results:
  - Extension to other secondary schools at national level.
  - Potential transfer to academic language competencies in French, development, and evaluation of French intervention programme.

### Limitations:

- Tests are not identical over time (i.e., to avoid training effects), thus tests are only conceptually comparable (i.e., same number and format of items)
- Limited generalizability as the intervention is taking place in only one school

### Literature selection:

- ÉpStan dashboard: <https://dashboard.epstan.lu/?lang=EN>
- Feilke, H. (2012). Bildungssprachliche Kompetenzen – fördern und entwickeln. *Praxis Deutsch*, 233, 4-13.
- Gogolin, I., et al. (2013). *Herausforderung Bildungssprache – und wie man sie meistert* (FÖRMIG Edition, Band 9). Waxmann.
- Gogolin, I., et al. (2020). *FörMig Material. Durchgängige Sprachbildung. Qualitätsmerkmale für den Unterricht* (2nd ed., Vol. 10). Waxmann.
- Weth, C. (2018). Schriffterwerb in Luxemburg. In SCRIPT & LUCET (Eds.), *Nationaler Bildungsbericht Luxemburg 2018* (pp. 141–150). LUCET & SCRIPT.