




Writing on screen for improving German orthography

3rd Baltic Sea – 17th Nordic Literacy Conference
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The IDeRBlog- Project



Individuell Differenziert Rechtschreiben mit Blogs =
Individually differentiated spelling with blogs www.iderblog.eu

Developing and providing an internet platform where

- the development of text writing skills
- the acquisition of German orthographic competence and
- the use of modern means of communication and digital instruments

are combined (cf. Edtstadler, Ebner, Ebner 2015)

Interdisciplinary team from 6 institutions in Germany, the German-speaking part of Belgium and Austria
supported by the European Commission



Erasmus+









Background



German orthography:

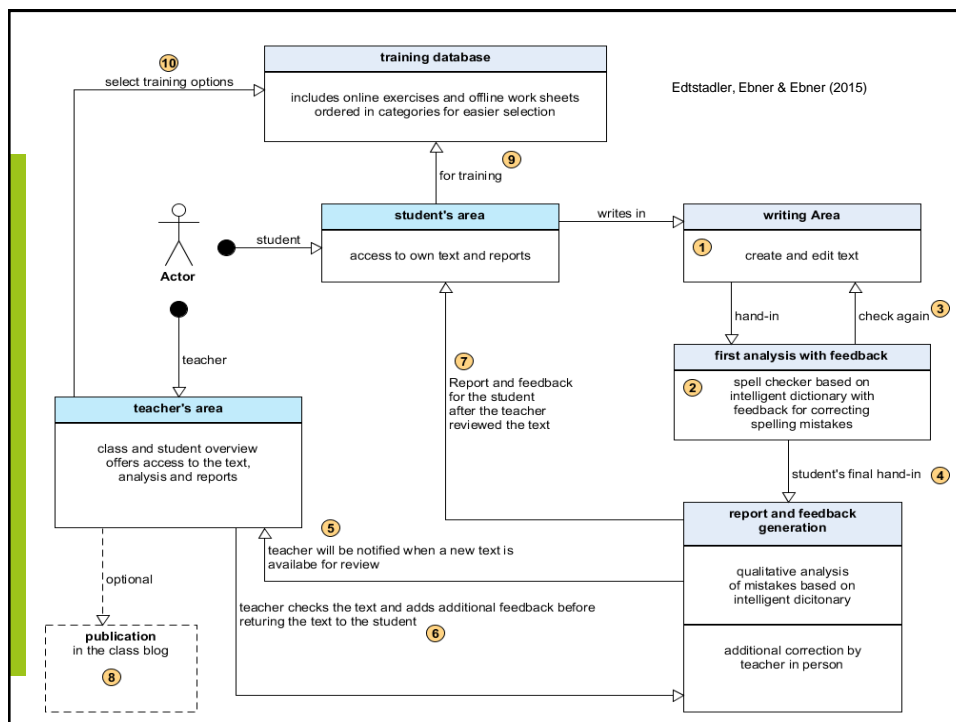
- not as transparent as Finnish, but also not as opaque as English
- correct spelling in German very important/prestigious, but comprehensive concepts of instruction are still needed

Qualitative analysis of orthographic mistakes:


- considering type of mistakes for providing specific exercises is highly efficient, but also very costly (cf. Edtstadler 2016)


Use of modern means of communication and digital tools:

- attractive for children, but advantages are not (extensively) used, e.g. voice output (cf. Edtstadler & Gabriel 2016)
- motivation for writing and re-writing by providing relevant reasons and audience (cf. Gov. of South Australia 2011)





Students Workflow






Starting a new text
→
Student writes text
→
text is checked

→ use of intelligent dictionary – the core of the platform

The Intelligent Dictionary



In case of a (coded) orthographic mistakes, specific feedback for correcting is provided

1. Standard Feedback

„Pronounce the words clearly. If you hear a long vowel, then use only consonant“


Hier siehst du deine Fehler und Hinweise wie du sie korrigieren kannst.

An einem **Ab**end im **Abri** **assen** **wia** **Nuddeln** und **suse** **Epfel**. **Agentlich** **wolten** **wier** Fische, **aba** mein Vata **angelde** keine **starges** und **geva**hrliche Sachen und den **H**unt in dem **kyng** und **vahr** dabir. Er **schaffe** es zum **Gluk** nach Hause.

Hinweis zum Ausbessern: Sprich das Wort deutlich aus. Wenn du einen langen Selbstlaut hörst, dann schreibst du nur einen Mitlaut.

Hier: **Abends du Gehten** **Real korrigieren:**



2. „Fresch“-Systems




Hier siehst du deine Fehler und Hinweise wie du sie korrigieren kannst.

An einem **Ab**end im **Abri** **assen** **wia** **Nuddeln** und **suse** **Epfel**. **Agentlich** **wolten** **wier** Fische, **aba** mein Vata **angelde** keine **starges** und **geva**hrliche Sachen und den **Hunt** in dem **kyng** und **vahr** dabir. Er **schaffe** es zum **Gluk** nach Hause.



Hinweis zum Ausbessern: Schwinde das Wort





The Intelligent Dictionary 

Category	Spelling of <i>/<ie>		
Phenomena	<i >instead of <ie> for /i:/	<ie> instead of <i> for /i/	<ie> instead of <i> for /i:/
Feedback	Pronounce the word and think about the spelling of the i-sound.		Although you can hear a long i, you do not spell it.

- feedback is neutral and patient
- encourages the development and application of spelling strategies
- forces to think about own spelling (metalinguistic awareness)
- autonomous correction in a motivating context (Klicpera et al. 2003)



The Intelligent Dictionary 

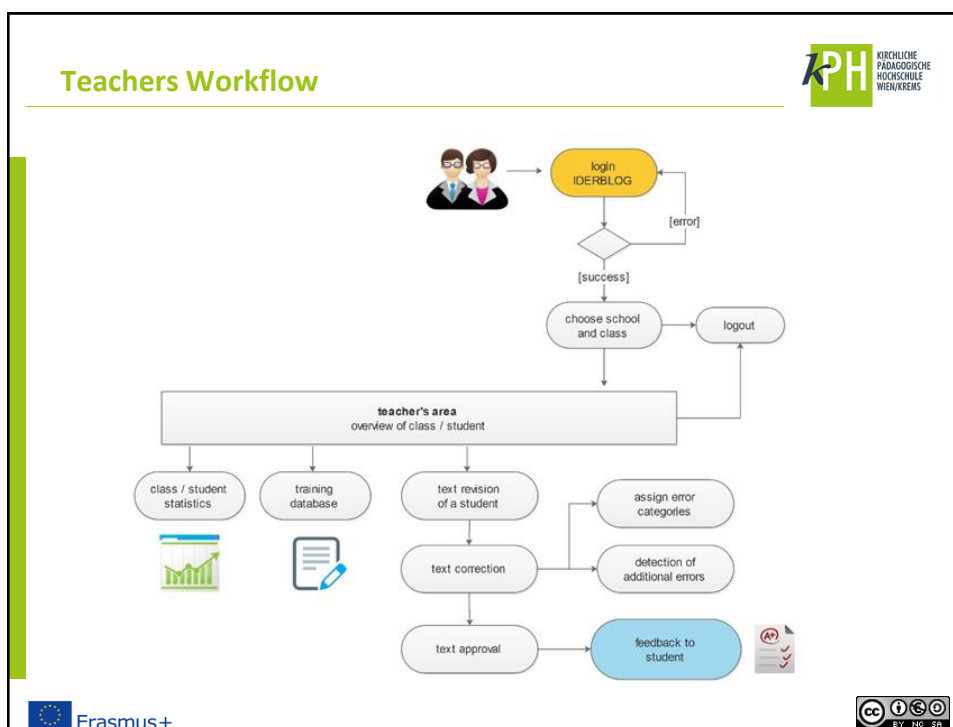
28 categories of the qualitative analysis are divided into 143 phenomena of orthographic mistakes in order to provide 58 different feedbacks for correcting the mistakes

- Student gets feedback in written form or via audio files
- Teacher gets an overview of the type of mistakes
- based on this analysis: appropriate selection of exercises and courses

Not all possible mistakes of all words coded (yet):

- Use of Language Tool
- Teachers assign



Publishing Texts

After teachers' revision, students can publish their text
 = Existence of a real audience within class/school or even world-wide

Other users can read and comment on the text
 → higher motivation for correcting and reading texts
 → development of media competence

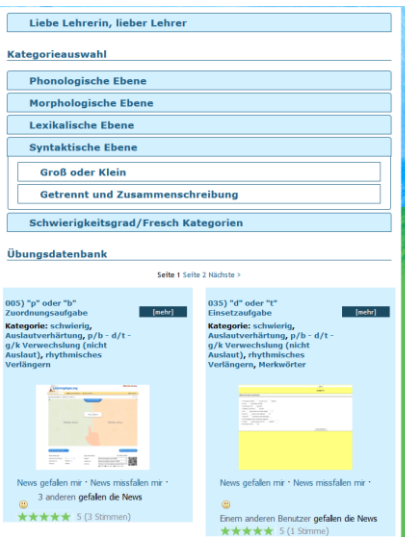
Anonymity ensured

- by the use of nicknames
- teachers have to revise texts before (e.g. mentioning personal data)

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Training database



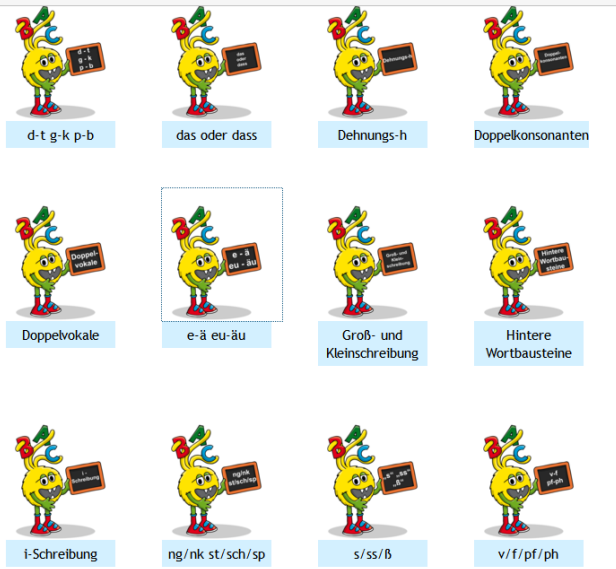
The screenshot shows a web interface for a training database. At the top, there is a header with the logo of the Kirchliche Pädagogische Hochschule Wien/Krems (KPH). Below the header, there is a section titled 'Liebe Lehrerin, lieber Lehrer'. Underneath, there are several menu items for 'Kategorieauswahl' (Category Selection): Phonologische Ebene, Morphologische Ebene, Lexikalische Ebene, Syntaktische Ebene, Groß oder Klein, and Getrennt und Zusammenschreibung. Below these is a section for 'Schwierigkeitsgrad/Fresch Kategorien'. The main content area is titled 'Übungsdatenbank' and shows two exercise cards. The first card is for '005) "p" oder "b" Zweifelsaufgabe' and the second is for '035) "d" oder "t" Einzelfaufgabe'. Each card includes a category description, a list of examples, and a rating system.

- Contains online and offline exercises
- Preselection and recommendations are made by the system
- Congruently ordered in categories of spelling mistakes

Furthermore:
online courses with explanations of orthographic phenomena



Online Courses




The screenshot shows a grid of 15 online course cards. Each card features a cartoon character holding a sign with a spelling rule or topic. The topics are: d-t g-k p-b, das oder dass, Dehnungs-h, Doppelkonsonanten, Doppelvokale, e-ä eu-äu, Groß- und Kleinschreibung, Hintere Wortbausteine, i-Schreibung, ng/nk st/sch/sp, s/ss/B, and v/t/pf/ph.

- 15 online courses
- explanations with examples
- online exercises
- worksheets with solutions
- interactive glossary

<http://typo3.lpm.uni-sb.de/derblog/fuer-erwachsene/schuelerkurse/ableiten/kurs-eae-aueu/>



Conclusion

The platform aims at combining text writing and sharing with improving German orthographic competence by using computers and tablets

Advantages for students:



- Motivating context for writing and correcting texts


Advantages for teachers:

- Insight in problematic areas of orthography of their students
- Huge amount of exercises and age-appropriate online courses
- Easy management of text corrections

Advantages for researchers:

- better understanding of the process of spelling acquisition



Literature

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Further information – for free



www.iderblog.eu

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