

MASTERARBEIT / MASTER'S THESIS

Titel der Masterarbeit / Title of the Master's Thesis

**“Teaching (collaborative) writing in the Austrian EFL
classroom: Teachers’ practices and their implications“**

verfasst von / submitted by
Marlene Aichwalder, BEd

angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of
Master of Education (MEd)

Wien, 2023 / Vienna 2023

Studienkennzahl lt. Studienblatt /
degree programme code as it appears on
the student record sheet:

UA 199 507 510 02

Studienrichtung lt. Studienblatt /
degree programme as it appears on
the student record sheet:

Masterstudium Lehramt Sek (AB) Unterrichtsfach
Englisch Unterrichtsfach Geographie und
wirtschaftliche Bildung

Betreut von / Supervisor:

Univ.-Prof. Mag. Dr. Julia Hüttner, MSc

Acknowledgements

Completing this Master's thesis and my studies in general would not have been possible without the support of a number of lovely people.

Firstly, I want to thank my thesis supervisor, Univ.-Prof. Mag. Dr. Julia Hüttner, MSc, who has guided me through the process of writing this thesis in a calm and encouraging manner, drawing on her valuable knowledge and expertise in this field.

Secondly, I would like to thank my friends and family for giving me the necessary distraction from my studies at the right moments. I am especially grateful to my friends, who listened to my rants, gave me advice and laughed with me throughout it all. Additionally, I want to thank my boyfriend for his constant encouragement, cheeriness and love.

Last but certainly not least, I want to express my sincerest gratitude towards my parents, who have been nothing but supportive throughout my studies. Thank you for always being there for me and believing in me.

Table of contents

List of abbreviations	i
List of figures	ii
List of tables	ii
1. Introduction	1
PART 1: THEORETICAL BACKGROUND	3
2. Defining L2 writing	3
3. Teaching writing	4
3.1. Learning to write	5
3.2. Writing to learn	6
3.3. Teaching writing according to the Austrian curriculum	7
4. Writing instruction research	8
4.1. L2 writing teacher cognition research	8
4.2. In-class writing	10
4.2.1. L1 context	10
4.2.2. L2/FL context	11
4.2.3. Austrian context	13
4.3. Types of in-class writing activities	14
4.4. Issues associated with (in-class) writing	15
5. Collaborative writing	19
5.1. Defining <i>collaborative writing</i>	19
5.2. Theoretical rationale	20
5.2.1. Swain's output hypothesis	20
5.2.2. Socio-cultural theory of learning	20
5.3. Pedagogical rationale	21
5.4. Language learning potentials of CW	22
5.4.1. Languaging	22
5.4.2. Collective scaffolding	23
5.4.3. Feedback	23
5.4.4. L2 output	24
5.5. Issues associated with implementing CW	24
5.5.1. Type of task	24
5.5.2. Student proficiency	25
5.5.3. Dyadic relationships	26
5.5.4. L1 use	28
6. Summary and rationale	28

PART II: EMPIRICAL RESEARCH	30
7. Research design	30
7.1. Methodological context.....	30
7.1.1. Questionnaire design	31
7.1.2. Administration of the questionnaire	34
7.1.3. Data analysis.....	35
7.2. Participants.....	37
7.2.1. Teachers	39
7.2.2. Teacher trainees	40
7.3. Limitations	41
8. Findings.....	43
8.1. General beliefs about writing	43
8.2. Importance of writing compared to other skills	44
8.3. Importance of writing in different levels of instruction	45
8.4. In-class writing vs. homework.....	45
8.5. Difficulties associated with in-class writing	46
8.5.1. Quantitative findings	46
8.5.2. Qualitative findings	47
8.6. Benefits associated with in-class writing	50
8.6.1. Quantitative findings	50
8.6.2. Qualitative findings	51
8.7. Teachers' in-class writing practices.....	53
8.8. Teachers' feelings towards (in-class) writing.....	57
8.9. Teachers' beliefs about teacher training.....	58
8.9.1. Quantitative findings.....	58
8.9.2. Qualitative findings	60
8.10. Teachers' beliefs about collaborative writing.....	62
8.10.1. Quantitative findings.....	62
8.10.2. Qualitative findings	64
8.11. Participants' beliefs: miscellaneous.....	67
9. Discussion of findings	71
9.1. Neglect of (in-class) writing instruction	71
9.2. Effect of standardised school-leaving exam	72
9.3. The issue of time	73
9.4. Teacher education.....	74
9.5. The impact of AI on EFL writing instruction	76
9.6. The importance of in-class writing	77

10.	Conclusion	80
11.	References.....	82
12.	Appendix A.....	88
13.	Appendix B.....	89
14.	Appendix C.....	90
15.	Appendix D.....	91
16.	Appendix E.....	106
17.	Appendix F	138
18.	Appendix G	140

List of abbreviations

CLIL	<i>Content and Language Integrated Learning</i>
CLT	<i>Communicative Language Teaching</i>
CW	<i>Collaborative writing</i>
EFL	<i>English as a Foreign Language</i>
ELT	<i>English Language Teaching</i>
ESL	<i>English as a Second language</i>
FL	<i>Foreign language</i>
L1	<i>First language</i>
L2	<i>Second language</i>
LRE	<i>Language Related Episode</i>
LW	<i>Learning to write</i>
SCT	<i>Socio-cultural theory</i>
SL	<i>Second language</i>
SLA	<i>Second Language Acquisition</i>
TL	<i>Target language</i>
WL	<i>Writing to learn</i>
ZPD	<i>Zone of proximal development</i>

List of figures

Figure 1: A model of dyadic interaction (Storch, 2002, p. 128).....	27
Figure 2: Distribution of participating teachers and teacher trainees.....	37

List of tables

Table 1: Teachers' place of teacher training.....	38
Table 2: Teachers' school type background	39
Table 3: Teachers' years of teaching experience	39
Table 4: Teacher trainees' place of teacher training.....	40
Table 5: Participants' general beliefs about writing	43
Table 6: Importance of writing compared to other skills.....	44
Table 7: Writing in the different levels of instruction	45
Table 8: In-class writing vs. homework.....	45
Table 9: Participants' beliefs about in-class writing difficulties	46
Table 10: Common themes regarding in-class writing difficulties	48
Table 11: Participants' beliefs about in-class writing benefits.....	51
Table 12: Common themes regarding in-class writing benefits	51
Table 13: Frequency of teaching writing.....	54
Table 14: Frequency of (extended) writing in the lower secondary	54
Table 15: Frequency of (extended) writing in the upper secondary.....	55
Table 16: Frequency of different in-class writing activities.....	56
Table 17: Teachers' views on difficulty of teaching writing	57
Table 18: Teachers' enjoyment of teaching writing	58
Table 19: Teachers' methodological ideas for teaching writing	58
Table 20: Teachers' views on teacher training	59
Table 21: Teachers' views on teacher trainee writing instruction	60
Table 22: Teachers' answers regarding beneficial aspects of teacher training	60
Table 23: Teachers' answers regarding what was lacking in teacher training.....	61
Table 24: Teachers' awareness of CW.....	62
Table 25: Teachers' beliefs about CW.....	63
Table 26: Teachers' employment of CW.....	64
Table 27: Teachers' reasons against implementing CW	65
Table 28: Teachers' reasons for implementing CW.....	66
Table 29: Teachers' beliefs: miscellaneous	67

Table 30: In-class writing practices examined in different studies (Graham et al. 2014, Graham et al. 2021, Pham & Truong 2021).....	90
Table 31: Teacher trainees' frequency of teaching writing	140
Table 32: Teacher trainees' frequency of writing	140
Table 33: Teacher trainees' implementation of in-class writing activities	141
Table 34: Teacher trainees' views on teacher training	142
Table 35: Teacher trainees' answers regarding beneficial aspects of teacher training	142
Table 36: Teacher trainees' answers regarding what was lacking in teacher training.....	142
Table 37: Teacher trainees' awareness of CW.....	143
Table 38: Teacher trainees' general beliefs about CW.....	143
Table 39: Teacher trainees' implementation of CW.....	144
Table 40: Teacher trainees' reasons against implementing CW	144
Table 41: Teacher trainees' reasons for implementing CW	145

1. Introduction

If students are to be successful in school, at work, and in their personal lives, they must learn to write. This requires that they receive adequate practice and instruction in writing, as this complex skill does not develop naturally. A basic goal of schooling then is to teach students to use this versatile tool effectively and flexibly (Graham, 2019, p. 277).

As the quote above encapsulates, writing is an essential skill for students to acquire throughout their school career. This does not only apply to one's first language, but also to other languages, as the context of our heavily globalised modern world calls for the development of literacy in multiple languages (Manchón, 2013, p. 1). Especially English has established itself as a world-wide mode of communication in almost all fields of work, research and leisure. In the Austrian school context, it is therefore clear that students need to be enabled to express themselves properly and successfully in written English. This is actually a legal requirement, as the Austrian curriculum states that students should develop writing skills in English in order for them to produce written output in a manner that is adequate to the reader as well as the medium or text type at hand (BMBWF, 2023, p. 55). Indeed, writing is one of the four skills to be taught in the Austrian English classroom – not only in a regular, but also balanced manner (BMBWF, 2023, p. 56). However, personal hands-on experience as well as reports from teachers and students alike tend to paint a wholly different picture: Writing instruction is neglected or only irregularly implemented compared to other skills in many Austrian ELT classrooms. In fact, the Austrian Language Competence Centre recently published a brochure on FL writing instruction in Austrian upper secondary schools, where they assert that writing is a neglected skill in the FL classroom. A study in a third-year Spanish class actually showed that only three percent of class time was devoted to practicing writing, while the other skills were each afforded ten percent (Beder-Hubmann et al., 2021, p. 6).

This lack of writing and particularly of in-class writing is not only prevalent in Austria, however. Researchers have reported insufficient writing instruction in the L1 context (e.g. Applebee & Langer, 2011; Graham et al., 2014; Graham, 2019; Graham et al., 2021; Ralli et al., 2022), as well as in the second or foreign language context (e.g. Reichelt, 2005, 2009; Pham & Truong, 2021) in different geographical regions. The above-presented points clearly raise the following questions: Is writing instruction insufficient and lacking in the ELT classroom? Why is the teaching of the writing skill neglected? How may this problem be solved? What are teachers' views on and feelings towards teaching writing in the ELT classroom?

This Master's thesis will address some of these questions. More concretely, the following research questions will be tackled:

RQ 1: How is writing taught in the Austrian EFL classroom?

RQ 1.1: How regularly is writing taught?

RQ 1.2: Which types of in-class writing activities are taught?

RQ 1.3: How frequently is collaborative writing (CW) specifically employed?

RQ 2: What benefits and issues do Austrian EFL (student) teachers associate and/or encounter with (in-class) writing?

RQ 3: Are there any differences between Austrian EFL (student) teachers' beliefs and practices when it comes to their teaching background?

By answering these research questions, I aim at giving a comprehensive overview of in-class writing instruction in the Austrian EFL classroom. Not only will the frequency of in-class writing activities be explored, which allows me to point to a potential lack of in-class writing in the Austrian EFL classroom, but also the teachers' beliefs and feelings towards (in-class) writing instruction will be investigated to identify possible reasons for the neglect of writing instruction. Potential benefits of in-class writing will also be elaborated upon, which might be drawn on for solutions to the problem at hand. A special focus will be placed on a specific in-class writing activity, namely collaborative writing, which may provide teachers and students alike with opportunities to practice writing in the EFL classroom.

This thesis comprises two main parts: the theoretical foundation and empirical analysis. In the first part, relevant background theory is presented to inform the insights and findings presented in the rest of the thesis. This encompasses information on the nature of L2 writing, instruction methodologies, key teaching approaches, and research within different instructional contexts, touching on teacher cognition and in-class writing practices. Finally, the in-class writing activity of collaborative writing will be elaborated upon in detail, including its potential language learning benefits as well as issues associated with its implementation. Following this theoretical overview, chapter seven presents this study's research design. The research instrument for this thesis, the questionnaire, as well as its design is explained. Additionally, the sample, consisting of teachers and teacher trainees, is described. The subsequent chapter provides an overview of the findings, drawing on descriptive and inferential statistics as well as qualitative data. In chapter nine, the main themes extracted from the findings are discussed, connecting them to relevant literature. In this way, I aim at giving not only a comprehensive overview of (in-class) writing practices in the Austrian EFL classroom, but also contextualising the findings into the wider field of writing instruction research.

PART 1: THEORETICAL BACKGROUND

2. Defining L2 writing

Before going into more detail on how writing can be taught in the EFL classroom or how this is currently done in different parts of the world, it is essential to define what writing is. Although the meaning of the term in an everyday context seems quite straightforward, writing is a multifaceted concept in the educational setting, as defined by Prior and Lunsford (2008), for example:

Writing can signify an artefact, an individual capacity to act, a situated activity, a technology, or a mode of social organization. Writing thus might refer to the inscriptions carved into stone or scratched onto paper; the capacity of a professional novelist or novice student to write texts; exchanges among developers, managers, marketers, and end-users as they compose an instruction manual; the use of print technologies; or the evolving system of genres through which an academic community organizes its work (p. 82).

As evident from the quotation above, writing cannot be limited to one definition – even in an educational context. For the focus of this thesis on EFL teaching, however, “the capacity of a [...] novice student to write texts” is the most fitting definition of writing (Prior & Lunsford, 2008, p. 82). Indeed, in the field of (foreign) language teaching, writing is often understood as a skill to be acquired by language learners. In the Austrian curriculum, for example, writing is part of the four language skills that FL teaching is supposed to foster: listening, reading, speaking and writing. The skills are often divided into two groups: receptive skills (listening and reading) and productive skills (speaking and writing). Furthermore, following the theoretical framework of Communicative Language Teaching (CLT), the Austrian curriculum calls for the treatment of all four skills as tools for purposeful communication (BMBWF, 2023, p. 55). Accordingly, writing is a productive communicative language skill to be acquired by language learners in Austrian FL instruction settings.

The acquisition of writing skills is, however, not an easy feat, especially for foreign language learners. L2 writing involves a multifaceted range of knowledge, encompassing content, system, process, genre, and context knowledge (Hyland, 2010b, p. 27). This entails not only expressing ideas effectively, but also employing appropriate syntax and vocabulary. Additionally, L2 writers must navigate the writing process, from preparation to composition and editing. Lastly, an understanding of the text's communicative purpose and its contextual elements, including audience expectations, is crucial for successful L2 writing (Hyland, 2010b, p. 27).

It is therefore not only clear that L2 writing is a difficult skill to acquire, but its instruction must also be treated differently than L1 writing instruction. Indeed, empirical research has shown that L1 and L2 writing exhibit considerable differences (Hyland, 2010a, p. 31). Factors such as existing language insights, prior learning experiences, and varied perceptions of audience and authorship can influence L2 writing. The organisation, value, and interpretation of texts also differ significantly between the two language contexts (Hyland, 2010a, p. 31), as L2 writers tend to write less accurate and effective texts compared to L1 writers, plan their texts to a lesser extent, reflect on their texts less frequently and write shorter texts in general. On top of that, L2 writers often struggle with a relative lack of fluency and language competence (Hyland, 2010a, pp. 35-36). All these insights show that L2 writing is a unique phenomenon which must be taught in a specific and careful manner.

Even though L2 writing has now been clearly defined and differentiated from L1 writing, different contexts of L2 (writing) instruction still need to be elaborated upon. It is customary to differentiate between foreign language (FL) and second language (SL) instruction in this respect. FL learning occurs in a context where the target language (TL) does not play a role in the students' everyday lives outside of school. SL learning, on the other hand, happens in contexts where the language to be acquired is actually spoken in the students' immediate environment. O'Brien (2004) asserts that L2 writing literature has usually covered both of these learning contexts, although SL contexts have been investigated to a much greater extent (p. 1). When talking about L2 writing in this thesis, both contexts (FL and SL) will be referred to.

When it comes to FL learning situations, another unique factor to consider is the teachers' language background: Some FL teachers are TL native speakers, while others are not and might share the first language with their students. According to O'Brien (2004), teachers who are part of the TL community are typical for EFL situations (p. 1), however, this does not apply to the Austrian teaching situation. In Austria, English is taught as a foreign language by teachers who often, but not always, share the students' L1.

3. Teaching writing

It has already been established that L2 writing may be a complex skill for students to acquire. Nevertheless, writing has always been part of language instruction contexts due to its importance for students' personal and professional development:

If students are to be successful in school, at work, and in their personal lives, they must learn to write. This requires that they receive adequate practice and instruction in writing, as this complex skill does not develop naturally. A basic goal of schooling then is to teach students to use this versatile tool effectively and flexibly (Graham, 2019, p. 277).

The students' successful and effective use of language in the context of writing is, however, not only necessary in their first language, but also relevant to second and foreign languages: Our heavily globalised modern world calls for the development of literacy in multiple languages, i.e. multiliteracy (Manchón, 2013, p. 1).

Due to the importance of writing as a skill to be mastered by students, as well as its complex nature, the issue of how to best teach writing skills in L1 and L2 contexts has been extensively researched. Both research and practice into L2 writing have frequently been grouped according to their main purpose, i.e. learning to write (LW) and writing to learn (WL). These will be elaborated upon shortly in the following, including a short discussion of the two main approaches to teaching writing in the (E)FL context.

3.1. Learning to write

The first of the two main purposes of writing instruction and research is learning to write (LW). Its aim is “the development of (multi)literacy for education or job-related purposes, as well as for full participation in society” (Manchón, 2013, p. 2). Examples for LW contexts would be composition classes for students, writing classes in writing centres or classes on language for specific purposes (Manchón, 2013, p. 2). Thus, LW contexts are supposed to enable learners to express themselves in the TL successfully and effectively (Newton, 2016, p. 436). In the Austrian school context, for example, EFL students are expected to learn to produce different text types in English with increasing levels of complexity and sophistication throughout their schooling.

The field of LW has been extensively researched and different teaching approaches have been established over the years (Manchón, 2013, p. 2), with the process and genre approaches being the most influential recently (Newton, 2016, p. 435). In the process approach, writing is understood as a process, including steps such as planning, brainstorming, composing, revising, editing and publishing. Students are encouraged to understand themselves as a writer and develop an awareness for the steps they go through while writing with the teacher who provides guidance and scaffolding. Often, the process also includes some sort of collaboration, such as peer-feedback or self-reflection activities (Newton, 2016, pp. 435-436). Manchón (2013) even goes as far as to say that collaboration with other students and scaffolding provided by the teacher play a “crucial role” in the process approach to teaching writing (p. 3).

In the genre approach, on the other hand, writing is understood as a purposeful activity, i.e. to achieve a certain aim. By writing a text, learners become part of a discourse community and should accordingly be aware of the genre's purpose, features and structures. A focus on form is not explicit and employed grammar structures are taught in relation to their role in supporting the communicative purpose of the genre. To garner an understanding of a genre's typical

features and structures, learners are often confronted with model texts to analyse and “imitate” (Newton, 2016, p. 436).

The genre and process approaches to teaching writing described here are of course not the only ones that have developed within the field of LW research. It is also important to stress that process and genre approaches are not mutually-exclusive – as Manchón (2013) perfectly puts it: “They all have strengths and weaknesses, and they all have something to offer to teachers helping students learn to write in an additional language” (p. 4).

3.2. Writing to learn

In contrast to LW contexts, writing to learn (WL) contexts focus on writing as a tool for learning language and/or content. The idea behind writing to learn content is that writing can shape thinking processes and therefore lead to the construction and discovery of content knowledge. With regard to L2 writing, WL contexts are mainly evident within CLIL (Content and Language Integrated Learning) programmes, which have become especially influential in Europe in recent years (Manchón, 2013, p. 4). On top of content, researchers have also argued for language learning potentials in connection to writing. Through processes such as focussing on form, noticing and metalinguistic reflection learners may be able to expand their general language skills in individual and collaborative writing tasks (Manchón, 2013, p. 5). In fact, a multitude of studies have concerned themselves with the effect of writing on different areas of second language acquisition (see Manchón & Vasylets, 2019 for a review & Manchón, 2020 for a comprehensive overview). For example, scholars have tried to compare the modalities of writing and speaking when it comes to CAF (complexity, accuracy, fluency). As early as 2005, Ellis and Yuan explored the impact of within-task planning on 42 EFL learners’ oral and written productions and found that writing produced more complex and accurate output. Similarly, Zalbidea (2017) investigated the effects of task modality and complexity on 32 FL students’ output and reached the conclusion that writing tasks resulted in “more lexically complex and more accurate language”. Furthermore, vocabulary learning (e.g. Kim, 2011; Laufer, 2001; Zou, 2017) has been investigated in connection to writing. Kim (2011) explored the relationship between task-induced involvement and learner proficiency in L2 vocabulary acquisition by experimenting with two groups of L2 learners. It was found that tasks with a high involvement load, e.g. vocabulary-focussed composition tasks, promote the retention of new vocabulary, regardless of the learners’ proficiency levels (Kim, 2011, pp. 126–127). While some of these studies clearly suggest language learning potentials through the process of writing, the effect of learners’ engagement with language in writing activities is not fully clear, as language learning opportunities might not always lead to actual language learning. Potential learning outcomes of (collaborative) writing seem to depend upon task-related and learner-related variables (Manchón, 2013, p. 5). These issues of writing to learn language will be addressed in a

subsequent chapter, focussed on the concept of collaborative writing (CW). For now, nevertheless, it is important to highlight that the purpose of writing to expand one's language skills provides a valuable justification for employing in-class writing activities.

3.3. Teaching writing according to the Austrian curriculum

When it comes to teaching writing in a foreign language in Austria, the legal requirements given by the Austrian Ministry of Education, namely the curriculum, must of course be taken into account. In this thesis, the curriculum for secondary schools for general education will be drawn on, as it encompasses not only lower, but also upper secondary levels.

Already in the general introductory part of the curriculum, language competence is referred to as the building block for education. It is made clear that language is a skill to be developed in all subjects, as it is needed for the development of cognitive, emotional, social and creative competences (BMBWF, 2023, p. 10). Additionally, the Austrian curriculum clearly refers to the importance of multilingualism. Students should be encouraged to acquire, use or at least value foreign languages. Furthermore, it is already made clear in the introductory chapters of the curriculum that language teaching should be oriented towards communicative methodologies (BMBWF, 2023, p. 12).

Following the general introduction, the curriculum addresses the requirements for the individual subjects – firstly for the lower levels of secondary school (grade 5-8), then for the upper levels (grade 9-12). Due to the focus on ELT, the section relating to the first and second modern language is of relevance for this thesis. At both the lower and upper levels, English, usually the first modern language acquired at Austrian schools, is supposed to be taught with the aim of developing students' communicative competence. The curriculum stresses that students should be able to use the TL as a communicative tool, meaning that accuracy should not be the primary goal of language instruction (BMBWF, 2023, p. 55). Accordingly, one could say that the Austrian curriculum calls for language development to be oriented towards Communicative Language Teaching (CLT), which will be elaborated upon in more detail at a later point in this thesis.

At both levels of secondary school, the Austrian curriculum also calls for the equal treatment of all the four language skills in English language instruction. Listening, reading, speaking and writing are supposed to be practiced to the same extent regularly, as well as in an integrated manner whenever possible. While the curriculum states that oral communication and listening skills are to be prioritised in the stages of lower language proficiency, the curriculum for upper level language education calls for tasks to be authentic and relevant to students' everyday lives (BMBWF, 2023, p. 55).

All in all, it can be said that the curriculum gives clear guidelines for the teaching of writing in the EFL context in Austria. All language teaching, including writing instruction, should be geared towards enabling students to communicate effectively. On top of that, it is made clear that all four skills need to be practiced regularly in the classroom. In the following, research into (in-class) writing instruction is presented, which will give insight into whether the skill of writing is indeed taught regularly in different instructional contexts.

4. Writing instruction research

Scholars explore classroom writing instruction in varying ways: Some researchers observe in-class writing practices in a straight-forward manner, and others focus on teachers' beliefs and perspectives to collect information on writing instruction. While the former approach to researching *teacher practices* explores the "visible side" of writing instruction, the latter approach, *teacher cognition* research, is focussed on the "hidden side" (Zheng et al., 2022, p. 7). This study employs a combination of these approaches, as (student) teachers' beliefs about writing are elicited in a questionnaire, but they are also asked to give reports of their teacher practices. Accordingly, it is essential to examine both teacher cognition research on writing as well as studies on in-class writing practices in the following.

4.1. L2 writing teacher cognition research

Teacher cognition research is concerned with "the unobservable cognitive dimension of teaching – what teachers know, believe and think" (Borg, 2003, p. 81). Emerging in the 1970s (Borg, 2015, p. 6), this field explores how educators make instructional decisions, the types of knowledge and beliefs they rely upon, and how teaching cognitions develop (Borg, 2003, p. 81). More concretely, Borg (2015) describes teacher cognition as "an often tacit, personally-held, practical system of mental constructs held by teachers and which are dynamic – that is defined and refined on the basis of educational and professional experiences throughout teachers' lives" (p. 40). These cognitions are investigated under the assumption that teachers' beliefs and knowledge influence their classroom practices, which is an assumption that has proven to be true. However, evidence has also been found that teachers' perspectives do not always translate fully into their teaching practices (Borg, 2015, p. 46). This is an aspect that will be elaborated upon in more detail at a later point of this thesis (see Limitations). In the following, however, teacher cognition research studies specifically concerned with the research interest of this thesis, namely teaching writing, will be presented.

In his work, Borg (2015) gives a comprehensive overview of teacher cognition research in the field of teaching literacy. Although teacher cognition in reading has been investigated extensively, less focus has been placed on it in connection with the skill of writing (Borg, 2015, p. 176). Nevertheless, there are several scholars who investigated teacher cognition in SL or FL

writing instruction. As early as 1992, for example, Burns (1992, p. 56) investigated the “influence of teacher beliefs on instructional practices which relates to the use of written language in beginning ESL classrooms”. Drawing on classroom observations, recordings and semi-structured interviews with six teachers, the author found that teachers exhibited a rather complex and interrelated set of beliefs around five particular areas of writing: the nature of written language, the relationship between written and spoken language, strategies necessary for the beginning stages of language learning, learners’ ability to learn English and the nature of the language classroom (Burns, 1992, pp. 59–63). Therefore, Burns (1992, p. 64) concludes that “extensively developed personalised theories lie at the heart of teaching and learning”. Similarly, Shi and Cumming (1995, p. 87, p. 104) found that the ESL writing instructors at a Canadian university who they interviewed over the span of two years, each had their own unique concepts in connection to teaching L2 writing (Shi & Cumming, 1995, p. 104).

Although research on L2 writing teachers has been “sporadic”, this strand of research has recently gained more traction, which is why Zheng et al. (2022) conducted a systematic review of studies on this topic (p. 2). When it comes to teacher cognition, the majority of the studies investigated by Zheng et al. (2022) focussed on the teachers’ attitudes and beliefs about instructional approaches (p. 4). Chen et al. (2019), for example, introduced in-service language teachers in Hong Kong to a data-driven learning (DDL) approach for academic writing and found that prior knowledge about and experience with using corpora, teaching experience as well as the teachers’ motivation for professional improvement had an impact on the teachers’ perceptions on the implementation of corpus tools in their teaching (p. 1). Clark-Gareca and Gui (2019), on the other hand, took a more holistic approach and investigated differences between American and Chinese EFL teachers’ beliefs about English classroom practices (p. 137). Lastly, Allen and Paesani (2022) investigated FL teachers’ conceptualisations of genre-based writing instruction and found that the teachers’ understandings were influenced by their everyday experiences and therefore quite variable and fluid (p. 755).

Next to the specific foci of teacher cognition research presented above, the research field also concerns itself with the interrelation of teacher beliefs and practices. Zheng et al. (2022) report several of such studies, but also make clear that their findings have been mixed, “revealing matches or mismatches between how L2 writing teachers behave and what they believe” (p. 8). For example, Hajan et al. (2019) conducted a case study on academic writing teachers in a Philippine high school and found that the participating teachers followed their complex belief systems rather strictly when teaching (p. 10). However, the scholars also discovered that contextual factors, such as “time, class schedule, class size and school facilities were among the factors that constrained [the teachers] from translating their beliefs into instructional practices” (Hajan et al., 2019, p. 10). In fact, some research also points towards a mismatch of teacher

beliefs and practices. For instance, Lee (2009) investigated teachers' views on and practices of written feedback and found ten areas of mismatch (p. 13), such as the fact that teachers tend to use error codes even though they feel that their students cannot understand them properly (Lee, 2009, p. 15-16). According to Lee (2009), it is not clear why such gaps in teachers' beliefs and practices exist, but they may be due to institutional and sociocultural contexts, the students, the teachers or other factors that might impact the teachers' feedback-giving practices (p. 19). As evident from this study, and also shown in some other research, teachers' beliefs and their classroom practices do not always align. Nevertheless, it is safe to assume that educators' beliefs at least influence their teaching, which is why teacher cognition research can contribute valuable insights to the field of L2 writing instruction research. In the following, instructional classroom writing practices are elaborated upon from different viewpoints - the focus now shifts towards the "visible side" of writing instruction research.

4.2. In-class writing

4.2.1. L1 context

This Master's thesis has the aim of examining writing practices of Austrian teachers in the EFL classroom. Of course, in-class writing activities have been of interest in other research contexts already as well: there is a body of research addressing L1 writing instruction in a number of different geographical and educational contexts. In the USA, for example, Applebee and Langer (2011) did a comprehensive national study on teaching L1 writing (p. 14). Their findings indicate that extended writing in US middle and high schools is rather limited: "[T]he typical student would be expected to produce approximately 1.6 pages a week of extended prose for English" (Applebee & Langer, 2011, p. 15). The rest of the writing done in the examined middle and high school classrooms can be considered writing without composing, i.e. copying information or filling in blanks (Applebee & Langer, 2011, p. 15). Similar results could be found within the researchers' classroom observations: Only 7.7% of the investigated class time was devoted to extended writing (Applebee & Langer, 2011, pp. 15-16). Such restricted engagement with longer forms of writing leads to the fact that students are not provided "with opportunities to use composing as a way to think through issues, to show the depth or breadth of their knowledge, or to go beyond what they know in making connections and raising new issues" (Applebee & Langer, 2011, p. 16). Another study on L1 writing practices in the USA was conducted by Graham and colleagues in 2014. They surveyed language arts, social studies and science middle school teachers from US public schools (Graham et al., 2014, p. 1015). They found that only little time was devoted to actually teaching writing, although a majority of the surveyed middle school teachers felt it was their duty to do so. The teachers reported that students in language arts lessons experienced only 11 minutes of writing instruction a day, with even fewer opportunities to practice writing in the social sciences and sciences (Graham

et al., 2014, p. 1037). These findings lead Graham et al. (2014) to argue that their study “raised serious concerns about the state of middle school writing instruction” (p. 1041). More recently, Graham et al. (2021) investigated the writing instruction practices of Norwegian teachers teaching in grades one to three. The findings suggest that teachers generally provide a rather “multifaceted writing program”, including individual support, scaffolding and different types of writing. Nevertheless, some aspects, such as planning and revising texts, were not considered to a great extent and writing instruction was limited to 20 minutes a day, which the authors do not deem to be enough (Graham et al., 2021, p. 561). In a similar recent study, Ralli et al. (2022) researched L1 writing instruction in Greek primary schools. They found that a majority of the surveyed Greek primary school teachers enjoy teaching writing, although they find it challenging (Ralli et al., 2022, p. 1599). While different domains of teaching writing were addressed to varying extents by the teachers, most reported that writing at sentence and text level was done only to a restricted extent (Ralli et al., 2022, p. 1622). Accordingly, it seems that primary school L1 instruction in Greece is similarly limited as in Norway. All in all, these findings show that students at different levels, i.e. in primary schools as well as secondary schools, are often not taught how to write in their first language extensively. Rather, L1 in-class writing instruction seems to be lacking in many contexts. Indeed, some scholars, such as Graham (2019), based on a review of 28 studies on L1 writing practices around the world, argue that “many children do not receive the writing instruction at school that they deserve or need” (p. 278). Summarising the results of these studies, he found that L1 writing instruction can be quite varied. While on the one hand, positive findings and “exemplary” writing instruction were reported in some research articles, a majority indicated that “writing and writing instruction in most classrooms are inadequate” (Graham, 2019, p. 279). This leads Graham (2019) to conclude that writing is a neglected skill in the context of L1 instruction (p. 281). Drawing on these findings of a review by Graham (2019) as well as the other studies presented in this subchapter, it can be argued that L1 writing instruction has been shown to be lacking and insufficient in a number of different parts of the world. In the following, it will be examined whether the same can be said for L2 and/or FL contexts.

4.2.2. L2/FL context

Writing instruction practices are of course also of interest in L2 or FL contexts. Especially Reichelt (2009) has conducted extensive research into this issue and summarised her findings by geographical region. In Germany, Reichelt (2009) found that students in grade five to nine mainly write short narratives, texts about themselves, summaries, letters or answer post-reading or -listening comprehension questions (p. 185). Grades 10-13 focused on more complex writing, like arguments and literary analyses (Reichelt, 2009, p. 186). While Reichelt's (2009) insights cover FL writing in general, in-class writing specifically was not focussed on.

Nevertheless, it is mentioned that writing is often assigned as homework for practice and ultimately discussed in the classroom (Reichelt, 2009, p. 186). In Spain, the scholar found that EFL writing instruction is inadequate due to a lack of comprehensive L1 instruction (Reichelt, 2009, p. 200). Nevertheless, secondary education focuses on simple topics in short narratives and letters, emphasizing accuracy and the product over the process. Writing is mostly interpreted as a way to support the acquisition of language items, particularly grammatical structures (Reichelt, 2009, pp. 200-201). Although little explicit information is given on EFL in-class writing practices in Spain, Reichelt's (2009) information points towards the fact that it is rather limited and mostly focussed on form. Through interviews and observations, Reichelt (2005) was also able to provide a comprehensive overview of EFL writing instruction in Poland (p. 216). Poland's case is quite unique, lacking explicit L1 instruction and sufficient training for EFL teachers in writing instruction (p. 220). However, the recognition of the importance of writing in English has led to improvements (p. 219). In-class writing practices include emphasizing relevant vocabulary and expressions, guiding students in generating material and organising paragraphs. On top of that, Polish teachers often let students write short texts in pairs, present their writing and discuss feedback during class (Reichelt, 2005, p. 221).

In sum, Reichelt's (2005, 2009) research offers valuable insights into EFL writing instruction in diverse geographical contexts, though not all findings were covered here. The information suggests that FL writing instruction varies in importance across regions, impacting the frequency of in-class writing. When considering these insights, it is, however, worth noting that Reichelt's research is dated, and the current situation in these countries may differ significantly.

Studies explicitly focussed on in-class writing activities, such as the ones presented at the beginning of this chapter in the L1 context, are relatively rare in the L2 or FL context. However, Pham and Truong recently (2021) conducted a survey with Vietnamese EFL high school teachers, exploring their beliefs and classroom practices related to writing (p. 1). This was undertaken under the assumption that teachers' beliefs directly influence classroom behaviours and practices: "[...] [A]n exploration of teachers' beliefs is at the heart of our understanding of their planning, instructional decisions, and classroom practices" (Pham & Truong, 2021, p. 2). When it comes to in-class writing, Pham and Truong (2021) do not go into detail on how regularly and to which extent writing is taught in Vietnam by the participating teachers. However, they mention that students should be assigned homework to practice writing outside of the classroom due to the "inadequate duration of each writing lesson inside the classroom" (Pham & Truong, 2021, pp. 20-21). Lastly, when it comes to in-class writing activities, the researchers claim that they can often be perceived as boring by the students, which is why they call for more interaction and collaboration amongst the students (Pham & Truong, 2021, p. 21). However, the researchers' conclusions should be approached with caution as they did not provide

enough evidence for their claims: They do not elaborate why in-class writing activities seem to be limited in Vietnam, nor do they state why students would perceive writing classes to be boring. Nevertheless, the general picture emerging from Pham and Truong's (2021) research is that EFL in-class writing instruction seems to be rather inadequate in Vietnam.

In this sub-chapter, a brief overview of FL in-class writing research in different geographical contexts was given. Studies on this issue in the FL or SL context are rare, but the ones presented here were chosen to indicate that in-class writing seems to be restricted and teaching writing seems to be neglected in different geographical contexts in the FL and SL instructional context as well. Of course, this does not allow us to draw conclusions on the in-class writing situation in the Austrian ELT classroom. Accordingly, in-class writing instruction is considered in the Austrian context in the following.

4.2.3. Austrian context

Both L1 and L2 writing instruction have also been investigated in the Austrian context already. For example, Sieberer (2020) conducted a case study on German writing instruction practices with 8th grade Austrian students. 19 writing lessons were observed and all respective teachers were interviewed (Sieberer, 2020, p. 1). Sieberer (2020) shows that students' development of L1 writing abilities is essential not only for students' success in other subjects at school, but also their future professional lives (p. 1). It is therefore imperative that German writing instruction in Austria is examined with regards to its effectiveness.

Sieberer's (2020) study explored in-class writing practices with regard to the process approach to teaching writing. However, she found that the high number of tests and exams done at school led to a product-orientation in German writing instruction (Sieberer, 2020, p. 2). Whenever writing was treated like a process, it was found that the composing phase was usually not supported in the language classroom. Rather, composing was assigned as homework, therefore having to be done by students without any further help by teachers or peers. Thus, students spend less and less little time on writing in the L1 classroom (Sieberer, 2020, p. 6). In addition, students are often not required to write full texts in their German classes in Austria: Sieberer (2020) explains that it is typical for students to write only eight completed texts within a school year and most are done in preparation for exams (Sieberer, 2020, pp. 6-7). All in all, these findings point towards a neglect of L1 writing instruction in the Austrian German classroom. Sieberer (2020) heavily criticises this development, as it is argued that a certain level of proficiency in the L1 is essential for students' success in other subjects (pp. 6-7).

Writing practices in Austrian classrooms have also been examined in the FL context. The Austrian Language Competence Centre (ÖSZ: *Österreichisches Sprachen-Kompetenz-Zentrum*) recently published a brochure on FL writing instruction in Austrian upper-level secondary

schools. The authors explain that the introduction of standardised school-leaving exams in 2016 has led to an increased focus on test formats and linguistic and grammatical structures, rather than a varied practice of different text types and genres. Accordingly, a negative wash-back effect on the field of in-class writing can be observed in Austrian upper secondary schools (Beder-Hubmann et al., 2021, p. 5). This development is heavily condemned by the authors. It is claimed that writing is an activity that needs to be practiced in a targeted way on a regular basis in the FL classroom in order to develop and enhance students' writing proficiency, which they will need in a multitude of different contexts in their future professional and private lives (Beder-Hubmann et al., 2021, p. 5). This statement is further validated by the requirements of the Austrian curriculum: The four language skills are to be equally weighted, integrated and practiced a similar amount (BMBWF, 2023, p. 55). In reality, however, one can observe a considerable lack of in-class writing in FL contexts in Austria. The Language Competence Centre states that most writing is done outside of the classroom, i.e. as homework, particularly with students above a certain language level. A study on the treatment of the four language skills in a third-year Spanish class provided confirmatory evidence: Only three percent of class time was devoted to practicing writing, while the other skills were each afforded ten percent. The rest of instruction time was devoted to explanations, exams and grammar teaching. This study clearly supports the claim that writing is neglected in the Austrian FL classroom. Considering that writing makes up a quarter of the students' final grade in their school-leaving exam, one can observe a clear disconnect between what is taught and what is assessed (Beder-Hubmann et al., 2021, p. 6).

In summary, this sub-chapter had the aim of giving a short overview of instructional writing practices and a potential lack thereof in different educational and geographical contexts. It was shown that many studies point towards a lack of L1 in-class writing instruction in countries such as the USA, Norway and Greece. On top of that, FL writing practices in a variety of European countries, such as Germany, Poland and Spain, have been examined by Reichelt (2005, 2009) extensively and some of the findings point towards the fact that FL writing instruction is rather limited as well. Similar developments can be observed within the Austrian educational context, which is naturally especially relevant for this thesis.

4.3. Types of in-class writing activities

In this thesis, in-class writing practices are referred to numerous times, which is why they are now being defined and elaborated upon in more detail. In general, in-class writing activities are any instructional practices focussed on the teaching of writing in the language classroom. This may include the actual composing stages of writing, but also planning, revising, scaffolding and the provision of feedback on writing. In his review of studies on L1 writing, Graham (2019) mentions an important distinction to be made when it comes to in-class writing practices: Some

writing practices deviate from the nature of writing as composing, namely activities such as note-taking or filling in blanks. These types of activities can be considered *writing without composing* (Graham, 2019, pp. 279-280). Another important factor to consider is the extent of writing: According to Graham (2019), in-class writing activities can consist of *extended writing*, which would mean that students are asked to write more than a few paragraphs (p. 280).

To gain a broader understanding of what different in-class writing activities could entail, investigated in-class writing practices within studies by Graham et al. (2014), Graham et al. (2021) and Pham and Truong (2021) are considered (see Appendix C). These studies explicitly mention the instructional writing practices they examined and cover a multitude of aspects of the writing process, which is why they were chosen. The three studies have diverging research contexts: Graham et al. (2014) examined L1 writing practices in US middle schools (Graham et al., 2014, p. 1015), Graham et al. (2021) conducted an investigation into L1 writing instruction practices in Norwegian primary grades (p. 529) and Pham and Truong (2021) explored writing in Vietnamese EFL high schools (p. 1). Nevertheless, as the table in the appendix indicates, one can observe considerable similarities in the in-class writing practices focussed on in the three studies. Firstly, it needs to be pointed out that the instructional writing practices mentioned include a certain focus on writing as a process. In fact, Pham and Truong's (2021) categorisation is based on the three stages of writing most commonly referred to in the process approach to teaching writing (pre-, while- and post-writing) and Graham and colleagues' (2014) as well as Graham and colleagues' (2021) categorisations could also be grouped in that way. Moreover, the aspects of imitating model texts as well as some sort of collaboration (peer-feedback or collaborative brainstorming) are covered by all three studies. Two of the research articles also refer to computer-mediated writing, for example when it comes to the use of word-processing software (Graham et al., 2014, p. 1020) or the use of apps (Graham et al., 2021, p. 538). One difference between the investigations lies within the fact that Graham et al. (2021) also examined the teaching of transcription skills (p. 538). This might be due to their study being focussed on grades 1-3. Nevertheless, as this short discussion has shown, the three studies under analysis cover similar aspects of writing. The high number of different activities presented in the table confirms the fact that there are numerous ways to teach writing in the language classroom. The writing activities listed in this sub-chapter, especially those mentioned by multiple studies, will serve as guidelines for the questionnaire, which will be tackled in more detail in chapter seven of this thesis.

4.4. Issues associated with (in-class) writing

As a multitude of studies presented in this chapter have shown, in-class writing practices are conducted only to a limited extent in different instructional and geographical contexts. Naturally, this poses the question of why this is the case. In fact, a variety of different issues have

been associated with in-class writing by teachers and scholars alike, which will now be elaborated upon in more detail.

In his review of 28 articles on L1 writing instruction, Graham (2019) mentions that a major factor that plays a role in hindering writing instruction is a lack of time devoted to writing activities (p. 280). Leki (2001) also mentions time demands as a daily challenge for writing teachers (p. 200), as writing is often perceived as a rather time-consuming activity. On top of that, engaging with what the students have written also demands a lot of time, for example when it comes to conferencing with students on an individual basis (Leki, 2001, p. 200). Furthermore, Leki (2001) claims that teachers need to make time to align their writing instruction with the students' needs. For instance, students have little to no contact with the TL outside of the classroom in FL contexts, which is why it is particularly important to create authentic and purposeful writing tasks (Leki, 2001, p. 200). All in all, one cannot deny that writing instruction, including material preparation, scaffolding, writing and giving feedback, is a time-consuming activity. Accordingly, time constraints are often mentioned by teachers as a significant challenge in L1 and FL writing instruction. Moreover, the composition of the classroom, i.e. the number of students, also plays an important role in the quality of writing instruction. This is because it usually "becomes increasingly difficult to provide writing instruction responsive to students' needs as the number of students in a classroom increases" (Graham, 2019, p. 282).

Another challenge in writing instruction, which is especially prevalent in FL settings, is that it often relies on the students' writing skill in their L1. If students have not been instructed to write in their first language, they will also face several additional difficulties in learning to write in a foreign language (Leki, 2001, p. 201). However, even if students have considerable experience in reading and writing in their first language, this experience may hinder their writing development in a foreign language due to cultural and rhetorical writing preferences already having been developed (Leki, 2001, p. 202). This issue of the L1 influencing L2 acquisition has already been expressed in an earlier chapter on L2 writing.

Apart from these daily challenges, FL writing teachers may also face less commonly talked about institutional difficulties. Leki (2001) refers to the purpose of learning writing in another language in this regard (p. 202). In FL contexts, it might be unclear to students why they have to be able to write texts in another language, as it might not be directly relevant to their future lives or careers. Here, it is important for educators and curriculum designers to convey a clear message on how learning to write in a FL may benefit the students (Leki, 2001, p. 202). Furthermore, educators' and students' attitudes towards writing are of significance. In many FL classes, oral speaking skills are often put into the foreground, meaning that writing may be neglected or interpreted only as an activity to train grammatical accuracy. Additionally, educators may sometimes struggle to deal with FL writing challenges, as they are not trained properly

in implementing effective writing instruction or they are missing the necessary experience in writing themselves (Leki, 2001, pp. 200-201). On the other hand, when teachers feel prepared to teach writing in an effective manner, they “feel more confident in their capabilities to teach it, derive greater pleasure from teaching it, and consider it an important skill” (Graham, 2019, pp. 281-282).

In their study on L1 Greek writing instruction, for example, Ralli et al. (2021) argue that most of the teachers surveyed felt confident in their teaching abilities and enjoyed teaching writing, resulting in a feeling that they could teach writing effectively to their students (p. 1619). In contrast, in her review of EFL writing instruction in Poland, Reichelt (2005) refers to a lack of teacher training as one of the reasons for why EFL writing is not practiced in the classroom regularly (p. 220). It is therefore clear that training in teaching writing is essential to the quality of writing instruction. However, teachers’ expertise and knowledge in teaching writing depends heavily on their pre-service training, which is determined by national institutions. In general, policies on different levels, such as the national, the local and the school level, heavily influence how writing can be taught and how much importance is placed on it (Graham, 2019, pp. 281-282).

Lastly, this discussion of difficulties in teaching writing in the classroom would not complete without elaborating upon more recently developed technologies, which may impact EFL writing instruction immensely: Artificial Intelligence (AI) programmes. AI, generally defined as a “computer system that simulates human intelligence”, makes it possible for machines to do what previously only humans were able to achieve (Sharadgah & Sa’di, 2022, p. 338). Recently, most of the debate around AI has been directed towards a programme called ChatGPT. This large language model, developed by OpenAI and launched in November 2022, can “generate text and maintain a human-like conversational style” (Rahman & Watanobe, 2023, p. 2). Naturally, gaining open access to such a programme would have an impact on all different types of educational contexts, but particularly writing instruction.

Due to its recent development, research on the impact of AI on writing instruction is scarce. However, the small number of studies so far have pointed towards a positive influence of AI on education. In a review of papers on the employment of AI in the ELT context from 2015 to 2021, Sharadgah and Sa’di (2022) found that “[a]lmost all the studies reported positive effects of AI on ELT”, even though they also asserted that relevant research on this issue is lacking (p. 347). In general, AI may be useful particularly for personalised learning contexts, where students are enabled to “study at their own convenience, receive feedback, and be assisted and guided in their learning with minimal intervention from the teacher” (Sharadgah & Sa’di, 2022, p. 339). In the field of EFL writing instruction, AI may be especially relevant for automatic evaluation programmes or machine translation (Sharadgah & Sa’di, 2022, p. 340-341).

Recently, Chong (2021) investigated the use of an AI-based blended writing teaching model in a Chinese university course. After a 19-week-long experiment, the researcher concluded that the integration of AI into the writing course led to an improvement in students' English writing skills and their motivation to write (Chong, 2021, pp. 6-7). When it comes to another aspect of writing instruction, namely text evaluation, Wang (2022) examined computer-assisted review tools, i.e. automated essay evaluation (AAE) systems, with 188 Chinese university students of an advanced English reading and writing course (pp. 80-82). The participants reported that they found the feedback by the AAE systems to be "timely, more detailed, more clearly understandable" and "reliable" (Wang, 2022, p. 92). However, the researcher also asserts that AAE programmes can deliver false and confusing feedback and cannot adequately evaluate the organisational development and consistency of texts. Accordingly, teachers' feedback remains indispensable (Wang, 2022, p. 93). Nevertheless, the use of AI for student text correction purposes is a promising opportunity for EFL teachers, especially when one considers the immense time investment of evaluating student texts.

When it comes to research specifically focussed on ChatGPT, literature on this particular tool is only just developing – just like the programme itself. Nevertheless, Rahman and Watanobe (2023) recently published an article on the use of ChatGPT in education and research, the opportunities it may offer, as well as the challenges its application poses. They make clear that ChatGPT is a "powerful" tool and that it "has the potential to transform our technological interactions and lead to a significant paradigm shift" (Rahman & Watanobe, 2023, p. 5). In the educational context, it offers opportunities for learners and teachers alike: ChatGPT can answer questions for students like a tutor would, can create practice exercises and can provide improvement suggestions for written texts. For educators, ChatGPT can offer support in the fields of lesson planning, personalised learning support with customised resources and materials and it can even help in evaluating student contributions (Rahman & Watanobe, 2023, pp. 5–8). However, the programme also poses several threats for teachers and learners. Probably most notably, educational institutions and educators worry about students using ChatGPT to cheat during online exams. This is a particularly pressing issue, as it is becoming increasingly difficult to differentiate between AI-generated and human-written texts. Furthermore, ChatGPT may produce biased answers, fake news or hate speech, which may be specifically harmful in the field of education, where impressionable young minds are using the technology. Lastly, and possibly most importantly, a "blind reliance" on AI tools may result in a loss of critical thinking and problem-solving skills for students (Rahman & Watanobe, 2023, pp. 16–17).

All in all, it has been shown that (in-class) writing instruction may be hindered by a number of different aspects, such as time constraints, classroom composition, the quality of teacher training, policies on teaching writing and even recently developed AI programmes. On top of that,

FL writing instructors face additional challenges, when it comes to the students' motivations to write or their prior writing experiences, for example. In the following, collaborative writing will be presented as an in-class writing activity, which could be implemented by teachers to a greater extent to combat the lack of in-class writing in language classrooms.

5. Collaborative writing

5.1. Defining *collaborative writing*

Collaborative writing (CW) is not a difficult concept to grasp, as most people are aware that collaboration occurs when two or more people work together to achieve something. Accordingly, CW is “the production of a text by two or more authors” (Storch, 2016, p. 387) and it can be defined regarding the process, the product and the ownership of the product. When it comes to the process of writing a text collaboratively, co-authors usually work on the text together throughout all stages of writing. Peer feedback activities or collaborative brainstorming therefore do not constitute CW, as collaborators are only working jointly on one stage of the writing process in those contexts. In this regard, CW can be clearly distinguished from other types of peer activities. As a result of the joint production process in CW, the product of CW is usually a single text, which all co-authors should feel shared ownership and responsibility for. This is due to the fact that all decisions are made together. In other types of cooperative settings, such as group projects, co-authors might co-construct a written product by contributing individual parts to a larger project. With CW, however, co-authors truly collaborate on a text, resulting in a single text (Storch, 2016, p. 387).

Scholars have been interested in the concept of collaborative writing for numerous years and this interest has only been growing recently. When it comes to CW in the L2 classroom, early research was mainly conducted by Swain and her colleagues (e.g. Kowal & Swain, 1994; Swain & Lapkin, 1998, 2000), building on the concepts of *collaborative dialogue* and *language* termed by Swain (2000, 2006) (Storch, 2019, pp. 40–41), which will be elaborated upon in more detail in section 4.4. of this thesis. This early and subsequent research focussed mainly on the implementation of CW in the classroom with the research interest lying within how collaborative dialogue develops between students and its quantity and quality (Storch, 2019, p. 42). With the advent of new (web-based) technologies, the research focus within the field of CW shifted slightly towards computer-mediated CW (e.g. Bradley et al., 2010; Li, 2017; Li & Kim, 2016; Mak & Coniam, 2008). Nevertheless, face-to-face CW activities were still investigated, which indicates that both forms of CW implemented within the L2 classroom were of interest to researchers at this point (Storch, 2019, p. 42).

In the following, the concept of collaborative writing, including its theoretical and pedagogical rationale, its language learning potentials and issues associated with it are summarised,

drawing from seminal research in the field of CW by Swain (2000), Donato (2004), Leeson (2004) and Storch (2002, 2005, 2013, 2016). For a more detailed timeline of research into CW see Storch (2019).

5.2. Theoretical rationale

In this sub-chapter of the thesis, some theoretical concepts underlying the method of collaborative writing will be presented. This is essential for the further progression of this thesis, as it serves as the theoretical rationale for employing CW in the foreign language classroom.

5.2.1. Swain's output hypothesis

Swain's pushed output hypothesis, a crucial backdrop for the concept of CW, draws from influential and heavily debated SLA theories like Krashen's comprehensible input hypothesis and Long's interaction hypothesis (Storch, 2013, p. 9). In Swain's (2000) research with French immersion students she found that output may be especially important for language learning, as it requires students to "process language more deeply – with more mental effort – than does input" (p. 99). Despite years of comprehensible input exposure, however, the students lacked native-like language accuracy, prompting Swain to introduce the notion of pushed output. This posits that output prompts learners to expand their language abilities for communication (Swain, 2000, p. 99). Noticing gaps during output contributes to learning, with learners addressing deficiencies through resources like dictionaries or peers, particularly in collaborative contexts (Swain, 2000, p. 100). In essence, Swain (2000) posited that output can foster effective SLA by encouraging deeper language processing than input (p. 99).

5.2.2. Socio-cultural theory of learning

Apart from the mentioned cognitive SLA theories, CW is rooted in socio-cultural theory (SCT) (Storch, 2016, p. 389), which asserts that language development, alongside other complex cognitive processes, is inherently social (Storch, 2017, p. 69). SCT posits that novice learners can enhance their mental abilities, including language learning, through interactions with more knowledgeable individuals. However, effective collaboration requires finding the right balance of support, as excessive or insufficient assistance can hinder language development (Storch, 2017, pp. 70-71). This is where the concept of ZPD (zone of proximal development) comes in, which is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Snyder Ohta, 2013, p. 648). Essentially, the concept of the ZPD suggests that novices can accomplish more with assistance than they could independently (Snyder Ohta, 2013, p. 651). The assistance learners are provided with during the learning process is often referred to as *scaffolding*.

Scaffolding denotes the learning process as a building: The scaffold, although a temporary construction, is essential for building (i.e. language learning) to take place. In other words, scaffolding is supposed to serve as a support for language learners to complete an activity outside of their current skill set so that language development can occur (Storch, 2017, p. 71). While scaffolding is typically provided by teachers in instructional settings, research indicates that a ZPD can also emerge among peers with similar language skills (Snyder Ohta, 2013, p. 660). As a result, ZPD can potentially develop within various collaborative learning environments.

In summary, SCT, including essential concepts such as the ZPD, may inform language learning in multiple ways, as it posits that students need to be challenged, but also provided with an appropriate amount of assistance in the form of scaffolding (Storch, 2017, pp. 77-78). With SCT as a framework, one could argue that collaborative tasks might be especially useful for language learning as they enable collective scaffolding and languaging to occur (Storch, 2017, pp. 77-78).

5.3. Pedagogical rationale

Next to the theoretical rationale for employing CW in the EFL classroom, some important methodological theories in ELT also serve as a pedagogical justification for the implementation of CW. This includes Communicative Language Teaching (CLT) as well as the process approach to teaching writing.

CLT is a highly influential and wide-spread approach in L2 and FL teaching, which can be understood as “a meaning-based, learner- approach to L2 teaching where fluency is given priority over accuracy and the emphasis is on the comprehension and production of messages, *not* the teaching or correction of language form” (Spada, 2007, p. 272). Pair and group work activities are very prevalent within CLT approaches, as they enable students to produce the TL in a varied way (Storch, 2013, pp. 19-20). One could argue that CW fulfils the requirements of CLT, as it involves students in a meaningful task, where a certain focus on form is also necessary. On top of that, learners are required to develop two skills simultaneously, namely speaking and writing, while working collaboratively on a text (Storch, 2013, pp. 21-22).

When it comes to teaching writing, the process approach is also an important piece of pedagogical rationale for CW. This is due to the fact that many scholars believe that collaboration can support the implementation of writing as a process through peer response activities, for instance. Moreover, peers can support each other throughout the composition process by taking on a variety of roles, such as tutors or critical readers (Storch, 2013, p. 23). In conclusion, the compatibility between CLT, the process approach to teaching writing, and CW is evident. Given that these concepts are fundamental in the Austrian curriculum for ELT, the points

discussed offer a compelling pedagogical justification for integrating CW into the Austrian EFL classroom.

5.4. Language learning potentials of CW

In this chapter, the language learning potentials of CW will be presented and elaborated upon. Not only will these concepts be discussed in later chapters of this thesis, as they will be addressed in the questionnaire and the interviews, but they also constitute the main benefits of employing CW in the language classroom.

5.4.1. Languageing

Language can be a mediating tool for the language learning process according to SCT, which is encompassed within the concept of *languageing*, coined by Swain (2000):

Languageing describes the process of using language in an attempt to make sense of complex information or when confronting a difficult task. It is the articulation of thinking. Such articulation occurs in all domains of learning. In the L2 learning domain it occurs when learners need to solve linguistic problems, such as gaining an understanding of complex grammatical conventions or deciding on how to best express an idea (Storch, 2013, p. 16).

As explained above, languageing occurs when learners articulate their thinking processes while trying to process a linguistic concept or to solve a particular problem. There are two types of languageing: private speech (intrapersonal communication) and collaborative dialogue (interpersonal communication). The former refers to a person whispering or speaking aloud to themselves while tackling a complex problem. The latter occurs when conferring with another person about a solution to an issue (Swain & Watanabe, 2012, p. 1). Within the scope of CW, the focus is on collaborative dialogue among students. Many researchers, most prominently Swain (2000), argue that collaborative dialogue can be a source of language learning in FL and SL contexts. It is argued that collaborative dialogue leads to knowledge construction, as language is used to mediate the language learning process. Therefore, collaborative dialogue does not only present students with opportunities to use the TL, but also to expand their TL skills (Swain, 2000, p. 97).

Due to the language learning potential of collaborative dialogue, it is only natural to want to present students with opportunities to work collaboratively. One way to do so is to employ CW in the FL classroom: “In collaborative writing, the need to reach agreement on what and how to express ideas in the jointly produced text makes it imperative to engage in collaborative dialogue” (Storch, 2013, p. 17). Indeed, Storch (2013) argues that CW tasks might be superior to speaking tasks in involving students in collaborative dialogue (p. 18). This is because in CW

students' thought processes are externalised, meaning that they can be reflected upon further. On top of that, writing leads to a physical artefact, namely the text, which can also be examined and might provide additional opportunities for languaging (Storch, 2013, p. 18). In sum, the concept of languaging, can be considered a promising avenue for language learning during collaborative writing activities, as learners may expand their language skills through articulating their thoughts while writing.

5.4.2. Collective scaffolding

The concept of scaffolding, previously discussed in relation to ZDP and SCT, takes on a distinctive form within CW activities termed *collective scaffolding*. It refers to “instances where the learners pool their partial knowledge of the L2 to reach solutions to decisions concerning vocabulary or linguistic structures” (Storch, 2013, p. 15). Evidence for this type of scaffolding in collaborative activities was first brought forward by Donato in 1994. In his study, Donato (1994) was able to show that learners may support each other linguistically and therefore provide mutual scaffolding similar to expert-novice scaffolding in collaborative L2 interactions (p. 51). Furthermore, his findings seem to suggest that collective scaffolding in collaborative activities may be internalised by students, leading to “linguistic development in the individual learner” (Donato, 1994, p. 51). This concept of collective scaffolding has greatly influenced CW research, evident in numerous subsequent studies elaborating on and identifying it within data (e.g. Storch, 2002, 2005; Li, 2013; Villarreal & Gil-Sarratea, 2020). Therefore, it must be noted here that CW activities foster collective scaffolding, enabling students to mutually assist each other and achieve higher levels of TL performance than they might individually (Storch, 2013, p. 39).

5.4.3. Feedback

Another opportunity for language learning to occur during CW activities lies within the feedback with which learners can provide each other. What is special about feedback during CW, is the fact that it is immediately available to the co-authors throughout the entire writing process (Storch, 2013, p. 23). Apart from the immediate nature of feedback in CW, the feedback given may also be more appropriate to the learners' language level and development. Rather than receiving feedback from a more knowledgeable person, such as the teacher, students can draw on feedback from their peers, which might align more with their (language) development and understanding. Accordingly, one might argue that peer feedback during CW activities is more useful and helpful to the students' language learning (Storch, 2013, p. 38). Lastly, it is also important to mention that CW feedback has been shown to be embraced and respected by students to a higher degree. In peer review activities, it is often the case that students feel uncomfortable giving as well as receiving feedback. In CW activities, however, the nature of

the text as a joint product often leads students to be more open with making suggestions and incorporating someone else's ideas (Storch, 2013, pp. 38-39). All in all, giving and incorporating feedback is another aspect of the writing process where students seem to be able to benefit from writing a text collaboratively.

5.4.4. L2 output

Finally, it must be mentioned that collaborative activities like CW offer significant chances for generating target language (TL) output in SL or FL classrooms, a critical aspect in contexts where TL use outside school is limited (Storch, 2013, p. 40). On top of that, student talk is usually quite restricted in language instruction in general, as most of the time classrooms are still led by teachers and therefore dominated by teacher talk. A study on pair work constellations and dynamics by Storch and Aldosari (2013) in Saudi-Arabia demonstrated that student L2 use was infrequent, marked by short, one-word responses, specifically in teacher-centred classes (p. 35). Particularly in classes with a high number of students, this means that individual learners were only very rarely afforded the opportunity to employ the TL (Storch & Aldosari, 2013, p. 35). In contrast, when CW was introduced, L2 use by students increased substantially, enabling longer turns and varied functions (Storch & Aldosari, 2013, pp. 45-46). Students engaged in (counter-)suggestions and explaining their ideas, reflecting more authentic language use (Storch & Aldosari, 2013, p. 46). Storch and Aldosari (2013) stress that this aspect is especially important for FL leaning scenarios, as these more varied functions of L2 use align with authentic purposes of TL use outside of the classroom (p. 46). Accordingly, these findings by Storch and Aldosari (2013) point towards the fact that collaborative (writing) activities may be useful in providing learners with opportunities to practice and employ the TL in a multitude of different ways.

5.5. Issues associated with implementing CW

Although several language learning potentials of CW have been identified by a variety of researchers, which have just been elaborated upon, teachers may of course also encounter issues when implementing CW activities in the classroom. These potential issues will be presented and discussed in the following and will also reappear in later chapters of this thesis, as they are considered in this study's questionnaire.

5.5.1. Type of task

Research on collaborative writing has taken into account the effects of two different types of tasks on language learning: meaning-focussed and language-focussed tasks. In meaning-focused tasks, students create a text based on a prompt without explicit attention to language form. Examples include reports, jigsaw activities and descriptive narratives. In contrast, language-focused tasks target specific language forms and examples include dictogloss, which

is where students are asked to reconstruct a short passage after hearing it twice, passage editing, cloze and text reconstruction (Storch, 2013, p. 45). Research has shown that language-focussed tasks tend to create more situations for students to explicitly focus on accuracy than meaning-focussed tasks. To analyse when learners talk about their language use and choices, scholars investigate so called *Language Related Episodes* (LREs). LREs constitute all “instances in the data where learners deliberate[d] about language use, be it lexis, grammar or mechanics (punctuation, spelling)” (Storch, 2016, p. 389). Different task types lead to distinct LREs: meaning-focused tasks tend to generate lexical discussions, while language-focused tasks encourage grammatical accuracy focus (Storch, 2013, p. 54).

However, instead of merely quantifying the number of LREs, some researchers argue that it is important to consider in how far the students actually engage with the language issues raised (Storch, 2013, p. 54). Hence, several factors influence the selection of task type by teachers. Firstly, it is important to mention that the students’ L2 proficiency may influence “the suitability of certain tasks for different cohorts of L2 learners”: Pictorial inputs might suit lower proficiency learners, while tasks involving complex grammar concepts could be applied with more advanced learners (Storch, 2013, p. 55). Secondly, task implementation conditions also impact language learning. For instance, scaffolding activities like pre-task mini grammar lessons can encourage form-focused discussions and more (grammatical) LREs during CW activities. Lastly, the students’ familiarity with the task type will naturally also influence its effectiveness in producing collaborative dialogue. If a task type is unfamiliar, the students will need to invest a lot of effort in simply completing the task, which means that a focus on form will most probably be only a secondary concern (Storch, 2013, pp. 56-57). In summary, a successful implementation of CW necessitates careful consideration of both the writing task type and its contextual factors.

5.5.2. Student proficiency

Another aspect that might influence the extent to which students can benefit from collaborative learning opportunities is their L2 proficiency. In 2004, Leeson published a study addressing this issue, in which he “investigated how grouping learners by their relative proficiency (high-high, high-low, or low-low) affected the amount, type [...] and outcome [...] of LREs produced during a passage reconstruction task, completed by twenty-one pairs of adult L2 Spanish learners” (Leeson, 2004, p. 55). It was found that the CW activity enabled students to focus on the accuracy of their writing and that the relative L2 proficiency of students working together influenced the way that accuracy was dealt with (Leeson, 2004, pp. 71-72). More concretely, pairs with similarly high L2 proficiency demonstrated increased LRE production and resolution. Conversely, high-low pairs had fewer LREs, limiting form-focused opportunities (Leeson, 2004, p. 73). Low-low pairs exhibited the fewest LREs, primarily centred on meaning, potentially due to

varying task demands for different proficiency levels (Leeser, 2004, p. 72). Leeser (2004) assumes that this might be due to the “relative difference in task demands for the higher and lower proficiency learners” (p. 72). This means that less proficient students might need to put more effort into understanding the task and its meaning than more proficient students who might comprehend the task more easily and are therefore able to focus on accuracy, rather than meaning, to a greater extent (Leeser, 2004, p. 72). In practice, this study emphasizes that collaborative pairing based on students' L2 proficiency can influence their ability to engage with language during CW. Hence, accounting for students' L2 proficiency is vital when implementing CW.

Next to Leeser's (2004), several other studies have explored the role of learner proficiency in collaborative writing tasks. For example, Storch & Aldosari (2013) conducted a CW writing study with 60 EFL students and found that the ideal pairing of students when it comes to their proficiency may depend on the aim of the CW activity. For fluency development, low-low proficiency pairs demonstrated extended L2 turns, while mixed proficiency pairs were more successful in focusing on language form (Storch & Aldosari, 2013, p. 46). On top of that, Watanabe and Swain (2007) explored collaborative work dynamics with 12 ESL university students. Similar to Leeser's (2004) findings, they found that “as the overall proficiency of the pair increased, learners produced a greater frequency of LREs” (Watanabe & Swain, 2007, p. 137). However, they also make clear that the pattern of collaboration, identified within the interacting pairs, may have a greater impact than the students' L2 proficiency (Watanabe & Swain, 2007, p. 137). This issue will be discussed in the following.

5.5.3. Dyadic relationships

Another important factor to consider when wanting to offer one's students opportunities to write collaboratively in the (E)FL classroom are the dyadic relationships learners may form. In a longitudinal, classroom-based study, Storch (2002) investigated patterns of dyadic interaction between adult ESL students and their influence on learners' language development and was able to identify four patterns of interaction during CW activities (p. 119) (see Figure 1).

As can be seen, the four patterns of dyadic interaction are placed along the continua of mutuality and equality. In this model, mutuality is supposed to denote the “level of engagement with each other's contribution” (Storch, 2002, p. 127). Equality, on the other hand, describes “the degree of control or authority over the task” (Storch, 2002, p. 127). Along these lines, four relationship patterns can be established: collaborative, dominant/dominant, dominant/passive and expert/novice (Storch, 2002, p. 127) (see Figure 1).

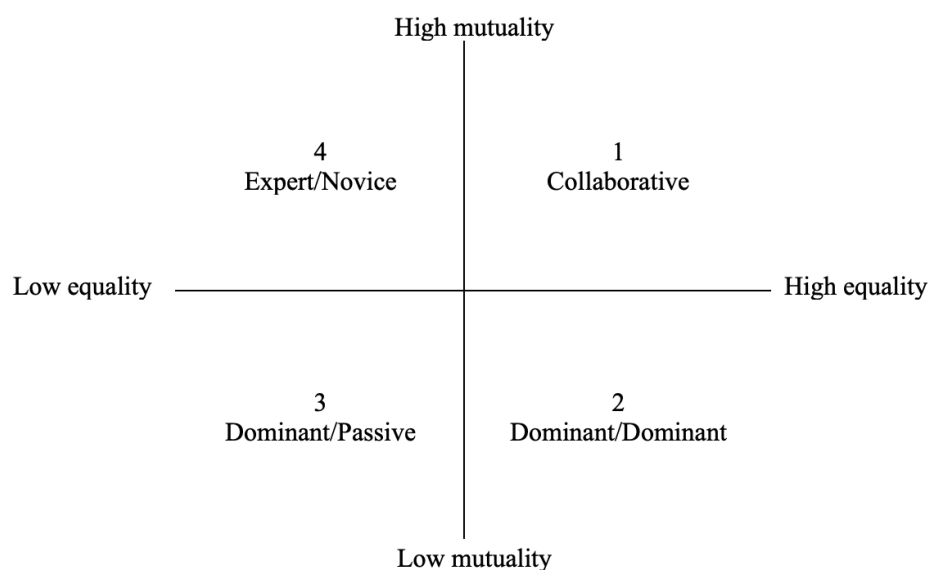


Figure 1: A model of dyadic interaction (Storch, 2002, p. 128)

The first quadrant represents high equality and mutuality, where students mutually consider and negotiate ideas to jointly solve problems (Storch, 2002, p. 128). The second pattern, "dominant/dominant," features high equality but lower mutuality, with learners engaging deeply with the task but not each other's ideas (Storch, 2002, pp. 128-129). The third quadrant, "dominant/passive," shows low equality and mutuality, involving one participant taking control while the other follows. In the "expert/novice" pattern, mutuality is high, but equality is low, where one learner guides and encourages the other (Storch, 2002, p. 129). Expert/novice relationships as well as collaborative patterns of interaction were found to be most conducive to collective scaffolding. In other words, these types of dyadic relationships were more likely to include a joint pooling of resources to achieve a common product that all participants are proud of (Storch, 2002, pp. 147-148). In Storch's study of ten student pairs, five exhibited a collaborative pattern of interaction, meaning that this type of dyadic relationship was rather common in her research group. On top of that, the scholar found that most student pairs remained within a certain type of relationship all throughout the semester, which points towards the fact that dyadic relationships are somewhat fixed once they have been established (Storch, 2002, pp. 144-145).

After identifying the above-described interaction patterns, Storch (2002) was able to show that collaborative and expert/novice relationships led to a greater extent of knowledge transfer than with the other types of interaction patterns (pp. 136-137). Therefore, research seems to suggest that the patterns of interaction formed by students during CW activities influence the success of collaboration and language learning considerably, which is why this aspect of collaborative in-class writing activities needs to be considered by teachers.

5.5.4. L1 use

Another possible challenge to be faced when implementing CW activities is the students' use of the L1, particularly in FL classrooms where students often share the same L1 and may rely on it (Storch, 2013, p. 100). Although previous research has shown that the L1 is frequently used during oral group work, the same does not hold true for collaborative writing tasks. According to Storch (2013) multiple studies on CW have shown that the L1 is not employed to a great extent by students and that when the L1 is employed, "it serves important task management and language learning functions" (pp. 101-102). Indeed, many scholars, those aligned with SCT specifically, suggest that the L1 has a role in the L2 classroom as a cognitive tool to aid in comprehending the L2 learning process (Swain & Watanabe, 2012, p. 4). For example, the L1 may be used in L2 settings to make sense of employed texts, address language issues, brainstorm ideas, manage the task at hand successfully and keep the conversation flowing. Thus, Swain and Watanabe (2012) argue that the use of the L1 is a mediational tool for collaborative dialogue (p. 4).

Nevertheless, if students are employing the L1 excessively during CW activities, it may have several reasons. First of all, it is possible that students do not have the necessary linguistic, pragmatic or interactional skills to complete certain group work tasks. Additionally, students might feel uncomfortable conversing in a foreign language with their peers, preferring to use their familiar L1, especially if they are accustomed to using it with colleagues (Storch, 2013, p. 101). A factor that might influence the students' use of the L1 during CW considerably is the type of task employed. Studies in the FL context show that form-focused tasks like dictogloss tend to result in more instances of L1 usage, whereas meaning-focused tasks do not prompt extensive L1 use (Storch, 2013, p. 103). If the students' L1 use is a problem in the classroom during CW activities, this issue may be tackled by switching up the task type, considering the students' TL proficiency or by implementing pre-task instructional activities, such as pre-task modelling. However, research suggests that overly frequent L1 use might not be a prevalent issue in CW activities and that L1 usage can actually serve valuable functions (Storch, 2013, p. 103). While excessive L1 use may raise concerns for some educators, it's crucial to recognize its potential benefits too.

6. Summary and rationale

The theoretical background provided in the previous chapter serves not only as an important overview of theory and research into L2 writing that will inform the further progression of this thesis, but also as a justification for the study at hand. From multiple perspectives, this thesis has so far shown that the teaching of writing as a skill is often neglected in the language classroom. In the L1 context, for example, a lack of (in-class) writing instruction could be identified

in the USA (e.g. Applebee & Langer, 2011; Graham et al.; 2014), in Norway (Graham et al., 2021) and in Greece (Ralli et al.; 2022). In fact, after a review of 28 studies on L1 writing instruction from different geographical contexts, Graham (2019) concludes that “many children do not receive the writing instruction at school that they deserve or need” (p. 278). This issue is not limited to L1 but also extends to FL contexts, as indicated by Reichelt (2005, 2009) and Pham and Truong (2021). In fact, even in the Austrian context the Austrian Language Competence Centre warns that the writing skill is neglected when it comes to foreign language instruction (Beder-Hubmann et al., 2021). Especially when considering the requirements given by the Austrian curriculum that all four language skills need to be practiced regularly and in a balanced manner (BMBWF, 2023, p. 55), this apparent lack of (in-class) writing instruction in the language classroom needs to be heavily condemned.

This issue of a neglect of (in-class) writing instruction is paired with a certain lack of research into this issue. Borg (2015, p. 176) identifies that only little teacher cognition research has focussed on the skill of L2 writing and Zheng et al. (2022, p. 2) also describe this research field as “sporadic”. Particularly in the Austrian EFL context, no research can be drawn on to determine the state of in-class writing in the Austrian English language classroom. This is where the present study comes in: This Master’s thesis has the aim of investigating Austrian EFL writing instruction in more detail so that it can be ascertained whether the lack of in-class writing identified in other research contexts is also relevant for Austrian ELT. In the following, the empirical study to investigate this research interest is presented and its findings are elaborated upon and discussed.

PART II: EMPIRICAL RESEARCH

7. Research design

As already previously explained, this thesis aims at giving a comprehensive overview of in-class writing instruction in the Austrian EFL context. In this section of the thesis, the research project is elaborated upon in more detail and its concrete methodological design is explained. For this purpose, it is important to reiterate the research questions:

RQ 1: How is writing taught in the Austrian EFL classroom?

RQ 1.1: How regularly is writing taught?

RQ 1.2: Which types of in-class writing activities are taught?

RQ 1.3: How frequently is collaborative writing (CW) specifically employed?

RQ 2: What benefits and issues do Austrian EFL (student) teachers associate and/or encounter with (in-class) writing?

RQ 3: Are there any differences between Austrian EFL (student) teachers' beliefs and practices when it comes to their teaching background?

To answer these questions and arrive at a better understanding of EFL writing instruction in Austria, this research project is set in the methodological context of questionnaire research, which will be presented in the following. On top of that, the design of the questionnaire is elaborated upon, before its administration and analysis is considered. Lastly, limitations of the research project are also referred to.

7.1. Methodological context

This thesis employs questionnaire research to find answers to its research interests. According to Dörnyei (2007, p. 95), "questionnaires are the most common data collection instrument in applied linguistics" and can be classified as a quantitative data collection tool. Before going into more detail on questionnaires in general and the specific one used for this thesis, it is important to clarify the distinction between quantitative and qualitative research data.

Quantitative research centres on gathering numerical data, which is then analysed using statistical techniques (Dörnyei, 2007, p. 24). Its defining feature is its emphasis on numbers, often involving the study of multiple individuals to identify common features and variables. Quantitative research employs statistical procedures to draw conclusions across cases and employs statistical language (Dörnyei, 2007, p. 34). It produces reliable, generalizable data valued by scholars, with streamlined processes and fast analysis using statistical software (Dörnyei, 2007, p. 34). However, critics often label it as overly simplistic and reductionist (Dörnyei, 2007,

p. 35). In contrast, qualitative research generates open-ended, non-numerical data, primarily analysed through non-statistical means (Dörnyei, 2007, p. 24). It delves into individuals' perspectives and emotions. Qualitative analysis is interpretive, as individuals' subjective insights cannot be investigated in an objective manner. Data sources span from interviews to diary entries, yielding diverse insights (Dörnyei, 2007, pp. 37-38). Like quantitative research, qualitative inquiry has strengths and weaknesses. It excels at addressing "why" questions, exploring correlations and themes (Dörnyei, 2007, p. 40). Yet, this rich data collection leads to smaller sample sizes and limited generalisability (Dörnyei, 2007, p. 41).

For this study, quantitative and qualitative elements will be combined in a questionnaire to draw on the strengths of both types of primary research. Questionnaires are a widely employed data collection tool, defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their answers out or selecting from among existing answers" (Brown, 2001, p. 6). Especially in the field of teacher cognition, questionnaires are a widely-employed instrument to investigate educators' beliefs and perspectives on language teaching and specific related issues such as writing (Borg, 2015, p. 200).

Questionnaires have several strengths compared to other data collection instruments. Firstly, they can be administered without the direct presence of the researcher(s). Furthermore, questionnaires allow for the collection of a substantial amount of numerical data within a short timeframe. The data, mostly numerical in nature, is structured along the wishes of the researcher(s) and can therefore be analysed relatively uncomplicatedly. Anonymity is another advantage, potentially encouraging more candid and truthful responses from participants. Lastly, questionnaires are often less intrusive, granting participants the autonomy to choose when and how to engage with the questions (Cohen et al., 2011, p. 377; McKinley & Rose, 2020, p. 325). However, questionnaires also come with certain limitations for researchers. Their design, piloting, and revision can demand considerable time and effort. The range of responses may also be constrained, particularly due to the potential inflexibility in response options (Cohen et al., 2011, p. 377). Despite these drawbacks, a questionnaire aligns well with the research goals of this thesis and will therefore be employed. The subsequent section outlines its design.

7.1.1. Questionnaire design

In designing this project's questionnaire, general recommendations given in Cohen et al. (2011), Gillham (2007) and Dörnyei (2010) were adhered to. After clarifying the survey objectives, it was determined that the sample would encompass the perspectives of both teachers and teacher trainees to enrich the collected data and have a larger population size in general.

Additionally, the questionnaire was crafted in German to ensure clarity and comprehensibility for participants. Constructs and topics to be included in the questionnaire were collected not only based on the research interest of this thesis but also on the review of the literature presented above.

When it comes to the question types, the author decided to include mostly closed items, along with a few open items to combine the strengths of both quantitative and qualitative research, as discussed in section 6.1. A variety of closed items were employed, including dichotomous questions, which usually require a yes or no response (Cohen et al., 2011, p. 383), multiple choice questions, with a range of multiple discrete options (Cohen et al., 2011, p. 384) and Likert scale items. Rating scales are used in questionnaires quite commonly, as they enable the researcher to tap into the respondents' perceptions and opinions in a more detailed manner than is the case with dichotomous or multiple choice questions (Cohen et al., 2011, p. 390). However, constructing Likert scale items entails challenges that were addressed during item formulation, as elaborated upon by Cohen et al. (2011, pp. 387-390). For example, to mitigate the tendency to opt for the neutral middle option, a four-point Likert scale was adopted for questions related to participants' beliefs, ranging from "strongly agree" to "strongly disagree". For questions about the frequency at which certain writing activities are employed, respondents were presented with a six-point Likert scale from "(almost) never" to "(almost) every lesson". Alongside these closed items, the questionnaire featured several open-ended questions. These types of questions can be especially useful and attractive "for those sections of a questionnaire that invite an honest, personal comment from respondents in addition to ticking numbers and boxes" (Cohen et al., 2011, p. 392). Following the recommendations of Cohen et al. (2011, p. 398), the open-ended questions were strategically interspersed with closed items, particularly toward the end of the questionnaire. This arrangement encouraged participants to express their perspectives, attitudes, and reasons behind their responses, creating a well-rounded survey that combines quantitative and qualitative insights.

As already referred to above, the themes tackled within the questionnaire were inspired by similar studies investigated in the literature review. Accordingly, also the phrasing and concrete content of the items was based on similar studies, such as Graham et al. (2014), Graham et al. (2021), Pham and Truong (2021) and Ralli et al. (2022). More concretely, the in-class writing practices, which teachers and trainees were asked about, were synthesised from Graham et al. (2014, p. 1020), Graham et al. (2021, p. 538) and Pham and Truong (2021, p. 16) (see Appendix C). On top of that, descriptions of employed questionnaires by Graham et al. (2014, pp. 1020-1022) and Graham et al. (2021, pp. 538-541) were drawn on to structure the survey for this MEd thesis. Additionally, items regarding the teachers' preparation in teaching writing

and their views about teaching writing were inspired by similar items in Ralli et al. (2022, pp. 1606-1607) and Graham et al. (2021, pp. 548-551).

The questionnaire items were then arranged into different sections. As customary with questionnaires, factual background questions were put at the beginning of the survey. In this section, participants were asked about a potential teaching contract, the school type they teach at, their level of teaching experience in years and the institution at which they received or are receiving their teacher training. As recommended by Gillham (2007, p. 26) only these pieces of background information were included, as to not overwhelm participants. Nevertheless, these questions serve an important purpose for the analysis of the data, as they “provide a basis for dividing up the group of respondents to see if their answers are different” (Gillham, 2007, p. 26). After the first section, the participants were asked to share some of their personal beliefs about the skill of writing and teaching it, including difficulties and benefits they associate with writing in the EFL classroom. Then, the questionnaire was split into two versions. Teachers were presented with pages 5 (frequency of (in-class) writing instruction), 6 (preparedness to teach writing) and 7 (collaborative writing) of the questionnaire. Alternatively, trainees were presented with pages 8 (frequency of (in-class) writing instruction) and 9 (collaborative writing). Finally, the participants were asked to share anything else with regard to teaching writing in the Austrian EFL classroom. Please find the questionnaire in the appendix to view its concrete structure and individual items (see Appendix D).

Naturally, the questionnaire also contained some introductory information at the beginning, which should include the topic and purpose of the study, the person or institution conducting the study, a request for truthful answers, a promise of confidentiality and anonymity and a declaration of gratitude for taking part in the questionnaire (Dörnyei, 2010, p. 19). All of these recommendations were adhered to (see Appendix D). Particularly important in this respect was getting the participants’ informed consent: The respondents were given information about the nature of their participation and the use of their data before starting the survey (Dörnyei, 2010, p. 79).

After having constructed the main parts of the questionnaire, including introductory and closing statements, the questionnaire was piloted, as recommended by scholars such as Cohen et al. (2011, p. 379) and Dörnyei (2010, p. 53). Piloting is an integral part of questionnaire construction, as it enables the researcher to determine “how the instrument works and whether it performs the job it has been designed for” (Dörnyei, 2010, p. 53). The piloting process focussed especially on the comprehensibility of the items and instructions, the usefulness of the items for the overall research purpose and the time required to complete the survey. Two student teacher colleagues piloted the questionnaire, with guiding questions given by the author based on information given by Dörnyei (2010, pp. 39-46, “How to Write Good Items”) and Cohen et

al. (2011, p. 379, “A Guide for Questionnaire Construction”, p. 402). As the final step of questionnaire design listed by Cohen et al. (2011, p. 379), the survey was administered and sent out to the public on March 1st, 2023. Details regarding the administration of the questionnaire will be given in the following.

7.1.2. Administration of the questionnaire

The questionnaire was designed as a self-administered online survey, employing the online programme *soSci Survey* (<https://www.soscisurvey.de>). This choice was based on several factors, including its compliance with Austrian data privacy regulations, cost-effectiveness, and widespread familiarity among the target audience. Moreover, online questionnaires are employed in all different types of research nowadays due to a multitude of advantages: Not only do online surveys offer the opportunity to easily reach a large number of people from all over the globe, but they also are time-effective with automatic coding and categorisation systems already in place (Dörnyei, 2010, pp. 69–70). These advantages informed my decision to employ a self-administered online questionnaire for this thesis.

As usual with a web-based survey, the procedure for administering the questionnaire consisted of contacting as many people as possible through emailing and the internet (Dörnyei, 2010, p. 71). More concretely, the link to the questionnaire was distributed in different teacher (trainee) groups on Facebook and sent out to fellow students and professors at the University of Vienna via email. On top of that, teachers known to the author were contacted and asked to distribute the questionnaire to their colleagues. Email addresses of schools all over Austria were drawn from a website called *Schulen Online* (<https://www.schulen-online.at/sol/index.jsf>), which were also used as points of contact. More concretely, 90 Compulsory Secondary Schools (*Mittelschulen*), 140 Academic Secondary Schools (*Allgemeinbildende Höhere Schulen*), 47 Higher Federal Technical Colleges (*Höhere Technische Lehranstalten*) and 113 Secondary Colleges of Business Administration (*Handelsakademien*) were emailed in this process and asked to distribute the questionnaire link to their English teachers. Next to students and professors of the University of Vienna, I also contacted teacher education programmes at the Universities of Innsbruck, Klagenfurt, Linz and Graz.

This research project employed a blend of opportunity and snowball sampling methods, both falling under non-probability sampling, which is a sampling strategy by which a researcher tries to achieve “a reasonably representative sample using resources that are within the means of the ordinary researcher” (Dörnyei, 2010, p. 60) instead of trying to achieve a truly representative sample through the expensive and time-intensive procedure of probability sampling (Dörnyei, 2010, p. 60). Opportunity sampling involves selecting participants based on easy accessibility, particularly geographical, and is notably common in L2 research (Dörnyei, 2010, p. 61).

Snowball sampling relies on people who meet the criteria for the study to contact further people who might meet the necessary requirements (Dörnyei, 2010, p. 61). The limitations of these forms of sampling will be referred to later in this thesis.

7.1.3. Data analysis

After gathering data from a multitude of participants, the questionnaire was closed by the end of March 2023. The next step in the research process was therefore to analyse the data, which will be explained in more detail in the following. Firstly, I will discuss how the quantitative data, obtained with the questionnaire's closed questions, was dealt with. Secondly, the treatment of the (student) teachers' answers to the open questions of the survey, i.e. the qualitative data of this study, will be presented.

Processing questionnaire data involves several key steps, with coding being the initial and pivotal one. Quantitative data can be coded in a rather straightforward way by assigning each variable a particular number value including specifications (Dörnyei, 2010, p. 85). For this study, the employed questionnaire software, soSci Survey, provides a codebook (see Appendix E). According to Dörnyei (2010, pp. 85-87), the next step includes inputting the data into a computer programme. Once again, this step was facilitated by computer software, as the SPSS file produced by soSci Survey was simply imported into SPSS, a widely known and applied statistical software package (Dörnyei, 2010, p. 99). Before the data can be analysed in detail, it is important to clean and potentially manipulate the data (Dörnyei, 2010, pp. 88-90). In the case of this study, data cleaning was not necessary, as no contradicting or incorrectly entered data was found and the data also did not have to be manipulated, as the questionnaire software had already identified missing data.

Quantitative data analysis can be categorised into two main processes: descriptive and inferential statistics. Descriptive statistics include indicators, such as the mean, the range and the standard deviation, and are therefore "used to summarize sets of numerical data in order to conserve time and space" (Dörnyei, 2010, pp. 96-97). However, it is important to remember that these do not allow generalisations from the sample to a wider population. Inferential statistics, on the other hand, "are powerful enough to generalize to the whole population" (Dörnyei, 2010, p. 97), as they indicate whether results are statistically significant or not (Dörnyei, 2010, pp. 97-98).

The quantitative questionnaire data of this thesis was analysed descriptively and inferentially. More concretely, descriptive statistics were investigated, compared and are presented as tables and figures throughout this thesis. This includes measures of frequency, which are "used to indicate how often specific values occur in a given data set" (McKinley & Rose, 2020, p. 399). Additionally, descriptive statistics usually encompass measures of central tendency,

which “are ways of expressing the central point of a set of data” (McKinley & Rose, 2020, p. 399). The mean, “calculated by dividing the sum of all values in a variable by the number of values in that variable”, is most commonly employed in general and also in this thesis (McKinley & Rose, 2020, p. 399). Especially for the Likert-scale items within this thesis, the mean is used to succinctly summarise and approximate the participants’ views. Lastly, this thesis also draws on measures of spread. For example, giving the minimum and maximum value gives a quick overview of the range of answers for an item. On top of that, the standard deviation always accompanies the mean, as it provides “the average distance of the scores from the mean”, therefore indicating how varied the respondents’ answers are (McKinley & Rose, 2020, pp. 400-401).

Next to these descriptive statistics, this research project also encompasses inferential statistics: One-way ANOVA tests were conducted in order to identify potentially statistically significant differences in the sample. More concretely, the background information of school type, years of teaching experience and place of teacher training were drawn on to compare answers between different groups of respondents. For the correct implementation of this statistical tool, the SPSS Survival Manual (Pallant, 2016) was referred to. One-way analysis of variance (ANOVA) is used when “comparing the mean scores of more than two groups” (Pallant, 2016, Chapter One-way analysis of variance). However, it is important to note some limitations of the ANOVA tests within this thesis. Firstly, a one-way between-groups ANOVA with post-hoc tests is usually done with “one independent (grouping) variable with three or more levels (groups) and one dependent continuous variable” (Pallant, 2016, Chapter One-way between-groups ANOVA with post-hoc tests). Nevertheless, the Likert scale data within this study, which is usually considered ordinal data, was used for the ANOVA by treating it as a continuous variable, indicating levels of agreement or frequency. Secondly, ANOVA tests are parametric tools, meaning that the population sample is assumed to be normally distributed. Although this is not the case for this study, according to Pallant (2016, Chapter Part Five: Statistical techniques to compare groups), employing parametric statistical techniques is not a problem with large enough sample sizes of over 30. On top of that, Pallant (2016, Chapter Part Five: Statistical techniques to compare groups) mentions that most parametric statistical tools are relatively robust in general and specifically to violations of normal distribution. Nevertheless, caution is warranted when interpreting ANOVA results due to these limitations.

As a consequence, another method of inferential statistics was drawn on for this thesis to counteract the limitations of the ANOVA tests: the chi-square test for independence. This instrument is drawn on “when you wish to explore the relationship between two categorical variables” (Pallant, 2016, Chapter Non-parametric statistics). An important assumption of this statistical instrument is that of minimum expected cell frequency, which is the case when “at least

80 per cent of cells have expected frequencies of 5 or more" (Pallant, 2016, Chapter Non-parametric statistics). To achieve this requirement, variables were consolidated into fewer categories, examining differences between novice/experienced and lower/upper secondary teachers. The findings of all the hereby described inferential statistical instruments will be presented in the next chapter.

As already clarified, qualitative data collected from open-ended questionnaire responses requires a different analysis approach from quantitative data. That is because open questions cannot be coded in a straight-forward manner, but rather require a content analysis. Through content analysis "the pool of diverse responses is reduced to a handful of key issues in a reliable manner" (Dörnyei, 2010, p. 99). This involves identifying the main elements of each response and ordering these into broader categories which can ultimately be numerically coded and compared (Dörnyei, 2010, p. 99). It is important to say that this process of analysis is done by the researcher, therefore making it a subjective, but systematic process. For this thesis, the well-known software MAXQDA was employed to analyse the open questionnaire items. The codes identified within the data will be presented in the next chapter through frequency tables, accompanied by quotes that exemplify prominent themes. The aim is to thereby give comprehensive insight into the participants' views expressed in the open questions of the questionnaire.

7.2. Participants

As already explained, the sample for the questionnaire in this study (N = 215) consisted of pre-service (N = 37) and in-service teachers (N = 178). In the diagram below, one can see the distribution of teachers and trainees within the questionnaire results. 17,2% of valid participants were made up of trainees, whereas the vast majority, namely 82,8% was made up of teachers with an active teaching contract.

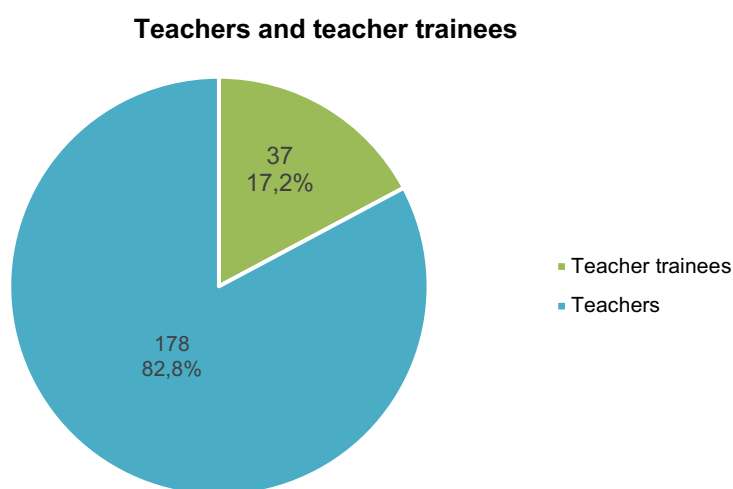


Figure 2: Distribution of participating teachers and teacher trainees

It is clear that the majority of participants of the survey are teachers with an active teaching contract, which is why their background information will be especially considered in the following. Before solely focussing on teachers, however, it shall also be presented where the participating teachers and trainees received or are receiving their teacher training.

Table 1: Teachers' place of teacher training

	Frequency	Percent	Valid %	Cumulative %
University of Vienna	111	51,2	51,2	51,2
University of Graz	11	5,1	5,1	56,2
University of Salzburg	15	6,9	6,9	63,1
University of Klagenfurt	9	4,1	4,1	67,3
University of Innsbruck	6	2,8	2,8	70,0
Other	10	4,6	4,6	74,7
PH Vienna	1	,5	,5	75,1
KPH Vienna/Krems	4	1,8	1,8	77,0
PH Burgenland	2	,9	,9	77,9
Verbund Nord-Ost (Lower Austria, Vienna)	35	16,1	16,1	94,0
Verbund Mitte (Salzburg, Upper Austria)	2	,9	,9	94,9
Verbund Süd-Ost (Burgenland, Carinthia, Styria)	9	4,1	4,1	99,1
Verbund West (Tyrol, Vorarlberg)	2	,9	,9	100,0
Total	217	100,0	100,0	

As evident from the table above, one can see that the majority, namely 51,2%, of all participants of the survey, completed or are currently completing their teacher education at the University of Vienna. This is unsurprising, as the questionnaire was mainly distributed within the immediate environment of Vienna due to my background as a student at the University of Vienna. The second highest category with 16,1% is "Verbund Nord-Ost". This is a more recent term for teacher education programmes in Vienna and Lower Austria, which were consolidated in 2016. It is therefore to be assumed that this category was mostly chosen by current trainees or teachers who graduated fairly recently. The other places of teacher education have only been chosen to a much smaller extent, but they include the University of Salzburg with 6,9%, the University of Graz with 5,1% and "Verbund Süd-Ost", including teacher education programmes in Burgenland, Carinthia and Styria, with 4,1%. These statistics show that the vast majority (67,3%) of all participants are completing or have completed their teacher training in or around Vienna. As already stated, this is unsurprising due to the geographical origin of this thesis. However, these findings also show that the questionnaire has successfully been distributed to other parts of Austria as well.

7.2.1. Teachers

In the following, background information contributed by the participating teachers will be elaborated upon. In the table below, the participating teachers' answers regarding the school type they teach at are presented (see Table 2).

Table 2: Teachers' school type background

	Frequency	Percent	Valid %	Cumulative %
Compulsory secondary school	32	18,0	18,0	18,0
Academic secondary school lower secondary	10	5,6	5,6	23,6
Academic secondary school upper secondary	15	8,4	8,4	32,0
Academic secondary school	41	23,0	23,0	55,1
Other	10	5,6	5,6	60,7
Pre-vocational school	1	,6	,6	61,2
Higher Federal Technical College	25	14,0	14,0	75,3
Secondary College of Business Administration	30	16,9	16,9	92,1
Secondary College of Social and Service Industries	2	1,1	1,1	93,3
Other College for Higher Vocational Education	12	6,7	6,7	100,0
Total	178	100,0	100,0	

It is evident that a considerable part, namely 37% in total, of participating teachers teach at an Academic Secondary School (*AHS*), with 23% teaching at both lower and upper levels, 5,6% teaching only in the lower and 8,4% teaching only in the upper levels. The second most frequently chosen category is the Compulsory Secondary School (*MS*) with 18%. Lastly, it is also pertinent to mention that 16,9% of participating teachers indicated they teach at a Secondary College of Business Administration (*HAK*) and 14% indicated that they work at a Higher Federal Technical College (*HTL*). The other school types were only chosen by less than 10% of participating teachers, which is why they are not discussed in more detail here. However, these statistics show that a considerable amount of the participating teachers work at upper secondary levels, therefore teaching students from ages 15 to 19. Only 23,6% of the teachers which have participated in the questionnaire teach younger students, from ages 11 to 14.

Table 3: Teachers' years of teaching experience

	Frequency	Percent	Valid %	Cumulative %
less than a year	6	3,4	3,4	3,4
1-5 years	50	28,1	28,1	31,5

6-10 years	27	15,2	15,2	46,6
10+ years	95	53,4	53,4	100,0
Total	178	100,0	100,0	

Another item of the questionnaire in the section *Background information* focused on the teachers' years of teaching experience. The results in the table above clearly show that most of the participating teachers (53,4%) reported that they have 10 years of teaching experience or more. Approximately 28% of participating teachers indicated that they have one to five years of experience and only about 15% have 6-10 years of experience. One can therefore see that the option most often chosen by participating teachers (10+ years of teaching experience) stands in stark contrast to the second most frequently chosen answer (1-5 years). This is an interesting finding that will most likely also influence further analyses of questionnaire variables.

7.2.2. Teacher trainees

As already shown and discussed above, the number of teacher trainees who participated in this thesis' survey is rather limited, especially when compared to the rather considerable amount of participating teachers. It is therefore quite difficult to draw conclusions on the sample of trainees. However, it can be examined where the participating trainees are currently completing their teacher training. In the table below, one can see that almost all the participating teacher education students are conducting their teacher training at the University of Vienna or in any other teacher education facilities in its immediate environment (Lower Austria). This is not surprising, as I am also a student in this area, which is why most of the participating trainees are colleagues. Only one person indicated that they are doing their teacher training at a teacher education facility in Burgenland, Carinthia or Styria. This shows that the questionnaire has not been successfully distributed to trainees across different parts of Austria, which is due to the fact that several Austrian universities declined to distribute the questionnaire to their teacher education students.

Table 4: Teacher trainees' place of teacher training

	Frequency	Percent	Valid %	Cumulative %
University of Vienna	18	48,6	48,6	48,6
Verbund Nord-Ost (Lower Austria, Vienna)	18	48,6	48,6	97,3
Verbund Süd-Ost (Burgenland, Carinthia, Styria)	1	2,7	2,7	100,0
Total	37	100,0	100,0	

7.3. Limitations

Naturally, this study and its methodology also exhibit a number of limitations, which need to be elaborated upon and considered throughout this thesis. First of all, it is important to make clear that the investigated sample within this study is rather limited. A guideline usually adhered to is that the sample should consist of 1% to 10% of the overall population (Dörnyei, 2010, p. 62), which could not be achieved for this questionnaire study with a number of 178 teacher participants and only 37 teacher trainee respondents. However, Dörnyei (2010, p. 62) recommends a sample of 30 or more people for statistical purposes and more than 50 participants to enhance the probability of statistical significance being achieved. These guidelines could be fulfilled, although the number of participating trainees is not sufficient to investigate statistically significant differences within the sample, which is why the statistical procedures conducted in this thesis are restricted to the sample of teachers. In sum, it can be said that the sample for this study is insufficient when it comes to generalisation to the whole population of ELT teachers in Austria. Nevertheless, some conclusions, especially within the teacher sample, can still be drawn from the findings, which will be presented in the next chapter.

Another limitation to consider is the sampling procedure. As already mentioned previously, this study followed convenience and snowball sampling procedures, as other types of sampling would have exceeded the scope of this MEd thesis. However, non-probability sampling procedures such as the ones employed for this study limit the generalisability of the findings (Dörnyei, 2010, p. 62). Similar to the limitation of the limited sample, this is a factor that needs to be kept in mind when considering the findings of this thesis.

Thirdly, a problem commonly encountered within questionnaire studies is that of participant self-selection: "This refers to cases when for various reasons the actual composition of the sample is not only the function of some systematic selection process but also of factors related to the respondents' own willingness to participate" (Dörnyei, 2010, p. 63). This problem applies to this study, as the participation in the questionnaire was voluntary for (student) teachers. Accordingly, those respondents who chose to participate in the questionnaire might represent a sample of extraordinarily motivated ELT (student) teachers who are also particularly interested in the topic of teaching writing in the EFL Austrian classroom or in contributing to research on this issue. The problem of self-selection is therefore another limitation that needs to be acknowledged when considering the representativeness of the sample and the generalisability of the findings.

Lastly, it is also important to highlight that the research instrument employed in this study, the questionnaire, is a self-report instrument with several limitations when it comes to capturing complex issues such as teachers' beliefs and practices (Borg, 2015, p. 207). This is because

questionnaire responses only “constitute a record of what teachers say they believe, do or know” and not what they actually believe, do or know (Borg, 2015, p. 216). Therefore, the findings of self-report instruments cannot be projected fully and confidently to real-life teaching situations. Often, it is the case that teachers give responses in questionnaires that reflect their ideals, rather than their actual practices. On top of that, the aspect of social desirability must be considered: Participants may refrain from sharing their ‘real’ beliefs if they feel that they would be socially unacceptable or professionally not valued (Borg, 2015, pp. 216-217). All of these limitations need to be taken into account, as they may limit the validity and generalisability of the findings.

Although the study thus exhibits several limitations, its findings are still valuable, especially when it comes to the investigated sample at hand. The quantitative and qualitative results of the questionnaire study will therefore be presented in the following.

8. Findings

In this section, both quantitative and qualitative findings of the questionnaire on teachers' in-class writing practices will be presented and summarised. The survey structure will be followed, presenting results from different questionnaire sections sequentially. This includes tables with figures like means, percentages, and standard deviation (descriptive statistics), along with results from some inferential statistical tests. Additionally, results of a qualitative analysis of open-ended items will be presented. It is important to note that the findings solely based on the participating student teachers' answers cannot be presented in detail here due to the limited scope of this paper, but they can be discerned from Appendix G.

8.1. General beliefs about writing

In the table below, descriptive statistics of participants' beliefs about writing are presented. A total of 213 responses were collected from both trainees and teachers. The results indicate a strong consensus among participating (student) teachers regarding the importance of upper secondary students being able to write different text types in English. However, when it comes to lower secondary students, there is less agreement among teachers and trainees, leading to more varied results as evidenced by the higher standard deviation of 0.677. This suggests that writing is perceived as a more crucial skill for upper secondary students compared to those in the lower secondary level. When it comes to the issues of accuracy and fluency in writing, the participating (student) teachers especially agree on the importance of fluency ($M = 3.59$; Likert scale 1-4, with 1 strongly disagree and 4 strongly agree), whereas writing correct texts seems to be slightly less important for the respondents ($M = 3.46$). Although the participants seem to believe that writing can foster vocabulary and grammar skills, they agree to a lesser extent on whether content knowledge can also be acquired. With the acquisition of content knowledge, the responses were also more varied, indicated by a rather high standard deviation ($SD = 0.808$). This may suggest that (student) teachers are not aware or convinced that writing may foster the construction of knowledge.

Table 5: Participants' general beliefs about writing

	N	Min.	Max.	Mean	Std. Dev.
It is important for lower secondary students to be able to write different text types in English.	216	1	4	3,27	,677
It is important for upper secondary students to be able to write different text types in English.	217	2	4	3,86	,376
It is important that students are able to write correct texts in English.	216	2	4	3,46	,535
It is important that students develop fluency in writing in English.	217	2	4	3,59	,512

Students feel that writing texts in English is hard and/or challenging.	217	1	4	3,06	,688
When writing texts in English, students can solidify their vocabulary knowledge.	216	2	4	3,40	,617
When writing texts in English, students can apply and practice grammar.	216	1	4	3,31	,677
When writing texts in English, students can acquire content knowledge.	217	1	4	3,00	,808
Valid N	213				

8.2. Importance of writing compared to other skills

The participants were also asked about their beliefs on the importance of writing compared to the other three language skills in Austrian EFL instruction. The tables below give an overview of the teachers' and trainees' answers. As can be seen, the majority of respondents, around 60% and 65% respectively, believe that listening and reading are equally as important as writing. However, about a third of respondents also indicated that they believe the receptive skills of listening and reading to be more important than writing.

Table 6: Importance of writing compared to other skills

Listening is...		
	N	%
less important	6	2,8%
equally important	129	59,4%
more important	80	36,9%
Missing	2	0,9%
Reading is...		
	N	%
less important	4	1,8%
equally important	141	65,0%
more important	71	32,7%
Missing	1	0,5%
Speaking is...		
	N	%
less important	3	1,4%
equally important	69	31,8%
more important	144	66,4%
Missing	1	0,5%

The most interesting insight with regard to these items, however, lies within the relative importance of speaking compared to writing. The vast majority of the respondents, namely 66.4%, are of the opinion that speaking is more important than writing as a skill for the students

to develop. In contrast, only about a third of the participants regard writing as equally important as the other productive skill. This clearly indicates a preference of the speaking skill over writing, which may explain or inform further findings within this thesis.

8.3. Importance of writing in different levels of instruction

An additional set of items answered by trainees and teachers alike concerns the importance of writing at different levels of language instruction. Analysing the mean responses, as seen in the table below, it appears that they disagree with the idea that developing writing skills is more important in lower secondary levels. However, more participants tend to agree that writing holds greater importance in upper secondary levels ($M = 2.78$). Still, responses to this statement varied considerably, indicated by a high standard deviation of 0.824. The most notable conclusion from the results is that the respondents strongly believe in the importance of developing writing skills in English across all levels of secondary instruction. Thus, while there is a tendency towards writing being more crucial in upper secondary levels, participants also acknowledge the significance of fostering writing skills at all levels of instruction.

Table 7: Writing in the different levels of instruction

	N	Min.	Max.	Mean	Std. Dev.
Developing the skill of writing in English is more important in the lower secondary than in the upper secondary level.	215	1	4	2,08	,574
Developing the skill of writing in English is more important in the upper secondary than in the lower secondary level.	213	1	4	2,78	,824
Developing the skill of writing in English is important in all levels of secondary instruction.	215	2	4	3,50	,595
Valid N	211				

8.4. In-class writing vs. homework

Another issue that was addressed in the questionnaire is whether writing should be done primarily in the classroom or as homework. The means presented in the table below show that more participants seem to opine that students should write texts primarily in the classroom. However, the rather high degree of standard deviation for both items in this set shows that respondents are not in complete agreement on this matter.

Table 8: In-class writing vs. homework

	N	Min.	Max.	Mean	Std. Dev.
Students should write English texts primarily in the classroom.	216	1	4	2,53	,727

Students should write English texts primarily as homework.	217	1	4	2,45	,680
Valid N	216				

To explore this apparently controversial issue further, a one-way ANOVA test was conducted on the relevant items. The results revealed a statistically significant variation in means based on the school types the respondents teach at for item A401_01 (“Students should write English texts primarily in the classroom”), $F(7, 193) = 2.67$, $p = 0.01$, $\eta^2 = 0.09$. Further analysis using a Tukey post-hoc test showed that teachers at the upper levels of an Academic Upper Secondary School had significantly different means from teachers at Higher Federal Technical Colleges ($p = 0.03$, -0.760 , 95%-CI $[-1.47, -0.05]$). This difference indicates that teachers of Higher Federal Technical Colleges seem to believe to a greater extent that students should write their English texts in the classroom compared to educators of Academic Upper Secondary Schools.

8.5. Difficulties associated with in-class writing

8.5.1. Quantitative findings

Teachers and trainees alike were also enquired about difficulties they might encounter or associate in connection with in-class writing in the Austrian EFL classroom – the results are presented in the table below. What immediately stands out is the strong agreement among participating (student) teachers regarding the time-consuming nature of correcting student texts. The standard deviation of this item is also comparatively low with 0.499, indicating that teachers and trainees of all different backgrounds seem to agree on this matter. Next to correcting texts, teachers and trainees also seem to agree that writing English texts in the classroom is rather time-consuming. When it comes to potential gaps within the students’ knowledge and skills, the respondents seem to agree that students lacking motivation, authentic purposes as well as English language skills are prominent difficulties when teaching writing in the Austrian EFL classroom. On the contrary, fewer participants stated that students lack the necessary skills in their first language to write texts in English.

Table 9: Participants’ beliefs about in-class writing difficulties

	N	Min.	Max.	Mean	Std. Dev.
Writing English texts in the classroom is time-consuming.	217	1	4	3,39	,630
Correcting English texts is time-consuming.	217	2	4	3,72	,499
Developing ideas and tasks for in-class writing is time-consuming.	216	1	4	2,41	,779
Students lack motivation to write in English.	217	1	4	2,69	,765

Students lack authentic purposes to write in English.	216	1	4	2,75	,848
Students lack the necessary L1 skills to write in English.	216	1	4	2,46	,783
Students lack the necessary English language skills to write in English.	217	1	4	2,66	,675
I lack necessary training on how to teach and practice writing in the classroom.	217	1	4	1,78	,750
I lack knowledge on how to teach and practice writing in the classroom.	215	1	4	1,80	,669
I lack experience on how to teach and practice writing in the classroom.	217	1	4	2,04	,912
Valid N	212				

Overall, participating (student) teachers also do not feel they lack training, knowledge, or experience in teaching writing in the ELT classroom. However, upon closer examination, differences emerged between teachers with varying levels of experience. A one-way ANOVA analysis revealed statistically significant differences for items A402_08 (“I lack necessary training on how to teach and practice writing in the classroom”), A402_09 (“I lack knowledge on how to teach and practice writing in the classroom”), and A402_10 (“I lack experience on how to teach and practice writing in the classroom”) respectively ($F(3, 213) = 5.56, p = 0.001, \eta^2 = 0.07$; $F(3, 211) = 8.41, p < 0.001, \eta^2 = 0.11$; $F(3, 213) = 55.63, p < 0.001, \eta^2 = 0.44$). These ANOVA findings are also supported by the results of a chi-square test of independence, indicating a significant association between teachers’ level of teaching experience and their views on lacking teaching experience ($\chi^2(3, n = 217) = 81.04, p < 0.001, \phi = 0.61$). To find out how the means to these items differed depending on the participants’ levels of teaching experience, Tukey post-hoc analyses were conducted. As expected, these tests showed that answers given by experienced teachers differed significantly from those with less teaching experience for all of the items under investigation. More concretely, more experienced teachers agreed with the statements that they may lack experience, knowledge or training in teaching writing in the classroom to a lesser extent than less experienced teachers.

8.5.2. Qualitative findings

The participating (student) teachers were asked to share other areas of difficulties they have experienced in connection with in-class writing. Their answers were organised along common themes and assigned codes. The results of this qualitative analysis are presented in the table below.

Table 10: Common themes regarding in-class writing difficulties

	Frequency	Percent
students' use of resources		
computer programmes and AI	28	15,64
in/correct use of resources	3	1,68
texts being written by friends or family	3	1,68
lack of resources		
lack of time	20	11,17
class size and composition	6	3,35
no time invested in planning a text	4	2,23
lack of useful materials and tasks	4	2,23
lack of teachers	1	0,56
lack of research into writing	1	0,56
students: emotional components		
lack of motivation	20	11,17
lack of concentration	7	3,91
students putting themselves under pressure	1	0,56
students are not used to writing (long) texts	1	0,56
students: heterogeneity		
lack of vocabulary knowledge	11	6,15
students' individual (proficiency) differences	10	5,59
lack of creativity	9	5,03
lack of structure and coherence	6	3,35
problems with expressing themselves	5	2,79
(messy) handwriting	4	2,23
students are hesitant to experiment with language	2	1,12
lack of grammar knowledge	2	1,12
students' lack of knowledge/opinions/experience	2	1,12
there is a lot/too much to consider simultaneously	1	0,56
fluency	1	0,56
lack of reading skills	1	0,56
issues with (standardised) text types		
lack of authentic purposes for writing	6	3,35
lack of understanding of genre-specific features	3	1,68
teaching to the test	1	0,56
restrictions regarding text format/task/length	1	0,56
teachers' experiences and beliefs		
teachers' lack of experience/knowledge	3	1,68
other skills as more important	2	1,12

the teacher as a role model	1	0,56
other		
treatment of mistakes and errors	6	3,35
students: lack of input on how to approach writing	3	1,68
SUM	179	100,00

Out of the 123 participants who responded to the open question, 179 common themes were identified in this questionnaire section, with various categories and sub-codes (see Table 10). The most frequently mentioned difficulty related to in-class writing or writing in general was the students' use of computer programmes and Artificial Intelligence (AI). 28 respondents referred to this topic, expressing concerns about the challenges posed by ChatGPT and translation programmes. According to the participants, artificial intelligence tools are leading students to bypass the essential thinking and learning processes required for writing. It seems that relatively new tools, such as ChatGPT, have rapidly become a part of the Austrian ELT classroom. Many survey participants noted that these tools make it challenging for them to assess the students' true performance and proficiency in writing.

Secondly, these respondents mentioned a lack of time in connection with in-class writing on multiple occasions. Approximately 20 teachers and trainees expressed this concern, highlighting that time management and the shortage of time for implementing writing activities are significant challenges when teaching writing in the Austrian ELT classroom. Some participants mentioned the time-consuming nature of writing in general, while others noted that students require a substantial amount of time for planning and revising their texts in the classroom. Overall, a general lack of time for in-class writing instruction appears to be a widespread issue among the participants. One respondent summarised this issue quite succinctly: "Lehrer*innen haben/nehmen sich oft im Unterricht nicht genügend Zeit, Schreiben strukturiert zu unterrichten" [Teachers often do not have enough time/do not make enough time to teach writing in a structured way].

Thirdly, 20 questionnaire participants indicated that they perceive the students' lack of motivation to be an important issue in connection with (in-class) writing, as students often lack interest to write texts in English in general, but specifically also for writing texts as homework: "Die größte Schwierigkeit ist meistens die Motivation von Schüler*innen [...]" [Most often the biggest challenge is the students' motivation].

Other issues associated with in-class writing mentioned by (student) teachers include the students' individual differences in proficiency. Language difficulties like a lack of vocabulary knowledge and weak text structure and coherence seem to hinder students from expressing themselves effectively. Some students struggle to engage with teacher feedback

appropriately, making it difficult for them to learn from their mistakes. Additionally, a lack of creativity among students presents difficulties in teaching writing. Class size and composition were also mentioned as concerns, with some teachers finding it hard to adequately support students in larger classes: “Manche Schüler:innen brauchen mehr Unterstützung als andere, es ist jedoch schwierig, alle zu unterstützen bei zu großen Klassengruppen“ [Some students need more support than others, but it is difficult to support everyone when there are too many students in one class].

Lastly, the aspect of authenticity also seems to be a prominent issue regarding (in-class) writing. Although it was already referred to in a previous item of the questionnaire, the issue of authenticity was also mentioned within the open-ended question about difficulties of in-class writing. Several (student) teachers indicated that their students often struggle with writing standardised text types for their final school-leaving exam, as those can be perceived as in-authentic and irrelevant to the students' real lives:

Die vorgegebenen Textsorten sind in der Welt außerhalb der Schule nicht relevant.
[The given text types are not relevant for life outside of school.]
Fern der Realität wird erwartet, dass SuS gekünstelte blog comments und posts schreiben. [Far from reality, students are expected to write fake blog comments and posts.]

In sum, these findings regarding in-class writing difficulties have highlighted a diverse range of issues that need to be considered when implementing writing activities. While some aspects were anticipated based on existing literature on teaching writing, teachers and trainees also contributed novel ideas not previously mentioned. The questionnaire results demonstrate a particular relevance of the issue of AI and translation programmes for (student) teachers, which is why this theme will reappear in later parts of this thesis.

8.6. Benefits associated with in-class writing

8.6.1. Quantitative findings

Apart from difficulties of implementing in-class writing, the participants were also asked to share their perspectives on benefits they might associate with writing in the EFL classroom. In the table below, the findings of a multi-item set on benefits of in-class writing are presented. As one can clearly see, the respondents seem to generally agree with all given statements. Especially the opportunity for in-class collaborative writing was considered beneficial. However, the possibility of implementing peer feedback while writing in the classroom was not perceived as helpful or beneficial by all respondents, which is indicated by the lower mean of 3.16 and a relatively high standard deviation of 0.822, pointing towards disagreement amongst the participants.

Table 11: Participants' beliefs about in-class writing benefits

	N	Min.	Max.	Mean	Std. Dev.
The teacher can support the students while writing therefore leading to better results.	216	1	4	3,22	,628
The teacher can ensure that the students go through all phases of the writing process (brainstorming, drafting, editing).	216	2	4	3,32	,598
The teacher can observe students while writing including the materials they draw on.	215	1	4	3,23	,690
The students can write in pairs or groups (collaborative writing).	215	1	4	3,38	,643
The students can give each other feedback after writing (peer feedback).	215	1	4	3,16	,822
Valid N	213				

8.6.2. Qualitative findings

After responding to the above-presented item set regarding benefits of in-class writing, the participating (student) teachers were also given the opportunity to refer to other benefits they associate with or experience when implementing writing in the Austrian ELT classroom. Like all open-ended items within this study, the respondents' answers were analysed qualitatively and summarised into themes, which are now presented in the table below. Out of the total of 217 participants, 90 teachers and trainees contributed answers to the question "What other benefits do you associate with/experience in regard to writing in the Austrian ELT classroom?". Out of these 90 answers, 123 common themes were able to be identified:

Table 12: Common themes regarding in-class writing benefits

	Frequency	Percent
making sure students write texts themselves	19	15,45
possibility of exchanging experiences/ideas/feedback	13	10,57
writing as a creative outlet and fun	10	8,13
possibility of immediate feedback	10	8,13
supporting students throughout the writing process	9	7,32
fostering students' motivation	6	4,88
all students get to write a text	5	4,07
writing to connect ideas/expand knowledge	4	3,25
general importance of writing as a skill	3	2,44
writing to solidify/expand vocabulary knowledge	3	2,44
making sure students go through all stages of writing process	3	2,44
students do not have to write texts in their free time	3	2,44
fostering communication skills	3	2,44

possibility of displaying/sharing texts	3	2,44
possibility of immediate error correction/evaluation	3	2,44
teachers: fewer texts to correct	2	1,63
supporting weaker students	2	1,63
proficient students can help weaker ones	2	1,63
in-class writing results in better products	2	1,63
signalling that writing is not only done for homework/tests	2	1,63
writing fosters critical thinking and reflection	2	1,63
students engaging in teamwork	2	1,63
students get to take their time	2	1,63
students develop more self-confidence in writing	2	1,63
students expanding their language skills	1	0,81
supporting students in their use of resources	1	0,81
especially important for upper secondary students	1	0,81
proficient students can show off their skills	1	0,81
students are more focussed (concentration)	1	0,81
fostering social skills	1	0,81
students produce (language) output	1	0,81
possibility of joint construction of texts	1	0,81
SUM	123	100,00

Most commonly, the participating (student) teachers perceive in-class writing to be useful in order to make sure that students write their texts themselves. As already referred to previously, a considerable number of respondents seem to worry about students copying from translation and AI programmes. In-class writing therefore gives the teachers the opportunity to accurately glean the students' writing performances, which they seem to be especially grateful for. On top of that, other influencing factors, such as parents and tutors can be avoided: "Eigenständige Leistung wird erbracht ohne Korrektur der Eltern bzw. der/des Nachhilfelehrers/in" [Independent performance is displayed without correction by the parents or the tutor].

Another helpful aspect associated with in-class writing by the participating (student) teachers is that students are enabled to exchange ideas, feedback and experiences while writing. It therefore seems that some of the respondents really appreciate in-class writing's possibilities of collective scaffolding when students work in pairs or groups. Indeed, one teacher refers to this exchange of ideas between students in quite a humorous way: "Wenn sie etwas schreiben, dann hab ich meistens etwas zum Schmunzeln, weil sie auf ganz viele wahnwitzige Ideen kommen" [When they are writing I often have something to smile about, because they come up with the craziest ideas].

Thirdly, closely connected to the previously mentioned theme, several teachers and trainees also referred to the possibility of providing immediate feedback while writing texts in the English classroom. One teacher describes this theme succinctly by referring to the teacher as the “expert” who can support the students throughout the writing process. Additionally, numerous participants also mentioned that in-class writing can be fun for the students and serve as a creative outlet. This stands in contrast to the students’ supposed lack of creativity while writing mentioned previously. However, it seems that several teachers and trainees feel that in-class writing can be an activity through which students can let their creativity flow.

Numerous other themes, which have been identified in the participants’ answers regarding benefits of in-class writing, are summarised in the table above and will not be discussed in detail here. However, I feel it is important to mention the aspect of students’ time management mentioned by a couple of respondents, as it offers a new and refreshing viewpoint on in-class writing activities. Three separate questionnaire participants indicated that students may especially appreciate in-class writing, as they do not have to write as many homework assignments and therefore do not have to invest as much of their free time into writing English texts. A teacher in a Higher Federal Technical College addresses this issue in the following way:

HTL Schüler:innen haben sehr viel Schule und wenig Freizeit, in der sie auch noch lernen müssen. Deshalb kann ich sicherstellen, dass sie sich wirklich mal 50 Minuten mit einem Text beschäftigen. [Students of a Higher Federal Technical College have many lessons and little free time, in which they also have to study. So I can ensure that students work on a text for at least 50 minutes.]

Although that seems rather straight-forward, it does seem that many teachers overlook their pupils’ time management outside of school. Furthermore, this aspect of course offers a practical and valuable justification for the implementation of writing activities in the classroom.

8.7. Teachers’ in-class writing practices

In another section of the questionnaire, the participating teachers were asked to indicate how frequently they teach writing in the Austrian ELT classroom. Teacher trainees could not participate in this part of the questionnaire, which is why the total number of participants for these items is lower (mostly 178) compared to the previous sections.

As a first step, the teachers were asked about how often they teach writing. The results indicate that approximately 60% teach writing about once or twice a month, while 30% implement writing lessons at least once a week (see Table 13). These findings suggest that writing is not as frequently taught as other skills, with most participants teaching it only a few times a month. Given that teachers usually conduct 3-4 English lessons per week in the Austrian school context, these results strongly indicate that the teaching of writing is neglected.

Table 13: Frequency of teaching writing

How often do you teach/talk about the skill of writing in your English lessons (reading and discussing model texts, practicing strategies etc.)?				
	Frequency	Percent	Valid %	Cumulative %
(almost) every lesson	3	1,7	1,7	1,7
once a week	54	30,3	30,3	32,0
1-2 times a month	107	60,1	60,1	92,1
1-2 times a semester	14	7,9	7,9	100,0
Total	178	100,0	100,0	

The frequency of teaching writing was also investigated with the use of statistical tests to discern differences between teachers of differing backgrounds. A one-way ANOVA test revealed significant differences in the frequency of teaching writing among teachers from different backgrounds (one-way ANOVA, Welch's $F(6, 49) = 8.46$, $p < 0.001$, $\eta^2 = 0.23$). Teachers from Higher Federal Technical Colleges implemented writing lessons more frequently than those at Compulsory Secondary Schools ($p < 0.001$, 0.856, 95% CI [0.42, 1.29]) and Academic Secondary Schools ($p = 0.006$, 0.493, 95% CI [0.10, 0.89]). Additionally, there was a significant difference in means between teachers from Secondary Colleges of Business Administration and Compulsory Secondary Schools ($p < 0.001$, 0.590, 95% CI [0.18, 1.00]), indicating that teachers from Compulsory Secondary Schools teach writing less frequently compared to educators from Secondary Colleges of Business Administration.

For the following items, respondents were asked more concretely about the frequency at which their students are required to write texts themselves. At the lower secondary level, responses about such frequency levels are rather divided. About 24% of participants have their students write a text with multiple paragraphs once a week, while around 29% do so once or twice a month. However, approximately 40% could not answer as they don't teach lower secondary students, making it unfeasible to draw clear conclusions from this item.

Table 14: Frequency of (extended) writing in the lower secondary

How often do you let your students in the lower secondary write texts with multiple paragraphs?				
	Frequency	Percent	Valid %	Cumulative %
(almost) every lesson	1	,6	,6	,6
once a week	42	23,6	24,3	24,9
1-2 times a month	51	28,7	29,5	54,3
1-2 times a semester	6	3,4	3,5	57,8
(almost) never	2	1,1	1,2	59,0
Does not apply, as I do not teach in the lower secondary.	71	39,9	41,0	100,0

Total	173	97,2	100,0	
Missing	5	2,8		
Total	178	100,0		

By contrast, the next item delivers rather conclusive and interesting insights. More than half of the participating upper secondary teachers indicated that they let their students write texts with multiple paragraphs only once or twice a semester. Only about 22% of respondents express that their students write texts in (almost) every lesson. Lastly, some teachers, namely around 14%, also mentioned that their students write texts only once or twice a year. What stands out here is that two thirds of the respondents let their upper secondary students write texts with multiple paragraphs only once or twice a semester or considerably fewer times. Evidently, the participating teachers of the upper secondary let their students engage in (extended) writing only to a very limited and irregular extent.

Table 15: Frequency of (extended) writing in the upper secondary

How often do you let your students in the upper secondary write texts with multiple paragraphs?				
	Frequency	Percent	Valid %	Cumulative %
(almost) every lesson	40	22,5	22,7	22,7
once a week	1	,6	,6	23,3
1-2 times a month	10	5,6	5,7	29,0
1-2 times a semester	94	52,8	53,4	82,4
1-2 times a year	24	13,5	13,6	96,0
(almost) never	3	1,7	1,7	97,7
Does not apply, as I do not teach in the upper secondary.	4	2,2	2,3	100,0
Total	176	98,9	100,0	
Missing	2	1,1		
Total	178	100,0		

Naturally it was also interesting to enquire which in-class writing activities might be implemented in the Austrian EFL classroom and to which extent. Teachers were asked to rank in-class writing activities based on their frequency using a 6-point Likert scale (1 = (almost) never, 2 = 1-2 times a year, 3 = 1-2 times a semester, 4 = 1-2 times a month, 5 = once a week, 6 = (almost) every lesson). The table below presents the frequencies of the different in-class writing activities teachers were enquired about (A503_01: Practicing writing strategies and processes (planning, outlining, revising etc.), A503_02: Talking about different text types (purpose, qualities, layout etc.), A503_03: Analysing and discussing example texts, A503_04: Brainstorming (individually or collaboratively), A503_05: Writing texts together in the plenary, A503_06: Collaborative writing (students write a text in pairs/groups), A503_07: Reading

and/or discussing student texts in the plenary , A503_08: Peer feedback (students give each other feedback)). As can be seen, the frequencies are rather varied, indicating that the activities are employed by teachers to rather varying extents. However, it is clear that the activities most often employed by the teachers in this sample are analysing and discussing example texts (A503_03) and individual or collaborative brainstorming (A504_04) with 50% and approximately 13% employing the former once or twice a month or even once a week and approximately 48% and 17% of the sample using the latter activity once or twice a month or once a week. Another interesting insight is that 65% of the sample, i.e. a clear majority, talk about different text types with their students (A503_02) once or twice a month during their lessons. Additionally, almost half of the respondents indicated that they practice writing processes and strategies (A503_01) with their students once or twice a month. Other writing activities, such as writing texts together in the plenary (A503_05) and reading and/or discussing student texts in the plenary (A503_07) seem to be employed by teachers to a much more irregular extent, as approximately 30% of the sample indicated that they use these writing activities (almost) never in the EFL classroom.

Table 16: Frequency of different in-class writing activities

Item A503	(almost) never		1-2 times a year		1-2 times a semester		1-2 times a month		once a week		(almost) every lesson	
	N	%	N	%	N	%	N	%	N	%	N	%
_01	10	5,6	15	8,4	58	32,4	86	48,0	10	5,6	0	0,0
_02	2	1,1	8	4,4	42	23,3	117	65,0	10	5,6	1	0,6
_03	7	3,9	5	2,8	54	30,0	90	50,0	23	12,8	1	0,6
_04	13	7,2	6	3,3	44	24,4	86	47,8	30	16,7	1	0,6
_05	54	30,2	29	16,2	50	27,9	31	17,3	15	8,4	0	0,0
_06	31	17,3	30	16,8	64	35,8	40	22,3	13	7,3	1	0,6
_07	55	30,6	33	18,3	45	25,0	34	18,9	9	5,0	4	2,2
_08	36	20,1	35	19,6	62	34,6	39	21,8	6	3,4	1	0,6

Due to the varied answers, inferential statistics were used to examine the frequency of in-class writing activities. Item A503_05 (“Writing texts together in the plenary”) showed significant differences based on participants’ school type backgrounds, Welch’s $F(4, 50) = 5.94$, $p < 0.001$, $\eta^2 = 0.15$. Teachers from Compulsory Secondary Schools reported writing texts together with students in the plenary more frequently compared to teachers from other school types (Academic Secondary Schools, Higher Federal Technical Colleges and Secondary Colleges of Business Administration).

Additionally, in-class plenary writing was found to be treated differently by lower and upper secondary teachers. A chi-square test for independence revealed a significant association between the instruction level teachers teach at and the frequency of writing together in the

plenary, $\chi^2(4, n = 127) = 32.72, p < 0.001, \phi = 0.51$ (see Appendix F). The adjusted residual numbers indicate that lower secondary teachers employ in-class plenary writing “(almost) never” to a lesser degree than expected and use it more frequently in the categories “1-2 times a month” and “once a week” than anticipated. This suggests that in-class plenary writing is more common in lower secondary levels compared to the upper levels, possibly due to the need for more guidance for less proficient students.

Furthermore, the in-class writing activity of CW seems to be employed differently in the lower and upper secondary by the participating teachers. A one-way ANOVA test indicated statistically significant differences between the employment of CW by lower and upper secondary teachers, $F(1, 125) = 4.84, p = 0.03, \eta^2 = 0.04$. This finding is corroborated by a chi-square test for independence, which revealed significant association between the instruction levels teachers teach at and how often they employ CW in the classroom, $\chi^2(4, n = 127) = 10.10, p = 0.04, \phi = 0.28$. When interpreting the statistics in the chi-square crosstabulation (see Appendix F) one can see that lower secondary teachers chose the option of “(almost) never” employing CW to a lesser extent than expected. On the other hand, the option of employing CW “once a week” was chosen by lower secondary teachers to a greater extent than anticipated. This points towards the fact that CW is implemented in the lower secondary classroom more frequently than in the upper levels of instruction.

8.8. Teachers’ feelings towards (in-class) writing

The teachers were also enquired about their general feelings towards teaching writing in the Austrian ELT classroom. As can be seen in Table 17, approximately half of the participating teachers indicated that they do not perceive teaching writing to be difficult for them. Then again, a considerable part of teachers, namely approximately 23%, agreed that teaching writing in the ELT classroom can be difficult. Therefore, even though a clear majority of participating teachers do not feel that teaching writing is difficult for them, around a quarter of the sample feels differently.

Table 17: Teachers’ views on difficulty of teaching writing

Teaching writing in the English classroom is difficult for me.				
	Frequency	Percent	Valid %	Cumulative %
completely disagree	38	21,3	21,3	21,3
disagree	96	53,9	53,9	75,3
agree	40	22,5	22,5	97,8
completely agree	4	2,2	2,2	100,0
Total	178	100,0	100,0	

When it comes to the teachers' enjoyment of teaching writing, a rather similar picture presents itself. As evident from the table below, a total of 65% of the sample seem to like teaching writing in the Austrian ELT classroom. Nonetheless, it cannot be ignored that a significant part of the sample, namely approximately 30%, of teachers also disagreed with the given statement.

Table 18: Teachers' enjoyment of teaching writing

I like teaching writing in the English classroom.				
	Frequency	Percent	Valid %	Cumulative %
completely disagree	9	5,1	5,1	5,1
disagree	53	29,8	29,8	34,8
agree	94	52,8	52,8	87,6
completely agree	22	12,4	12,4	100,0
Total	178	100,0	100,0	

Lastly, when it comes to the teachers' creativity in teaching writing in the English classroom, the respondents were enquired about their methodological ideas for writing instruction. The findings in the table below show that the sample seems to be completely split in the middle on this item, as approximately 50% of respondents (completely) disagree with the given statement and the other 50% (completely) agree with it. Therefore, while some teachers seem to struggle with methodological ideas on how to implement writing in the ELT classroom, others seem to have an ample number of methods and ideas to draw from.

Table 19: Teachers' methodological ideas for teaching writing

I have lots of methodological ideas for teaching writing in the English classroom.				
	Frequency	Percent	Valid %	Cumulative %
completely disagree	8	4,5	4,5	4,5
disagree	80	44,9	45,2	49,7
agree	74	41,6	41,8	91,5
completely agree	15	8,4	8,5	100,0
Total	177	99,4	100,0	
Missing	1	,6		
Total	178	100,0		

8.9. Teachers' beliefs about teacher training

8.9.1. Quantitative findings

Next to the teachers' attitudes towards teaching writing, I also enquired about whether their teacher training prepared them to teach writing adequately in the Austrian ELT classroom. As the table below shows, two thirds of the respondents are of the opinion that their teacher

training did not equip them well for English writing instruction, while only a third agreed with the given question. This is a clear indication that most of the participants feel that their university education has let them down and has not prepared them for the requirements of teaching writing in the Austrian ELT classroom appropriately.

Table 20: Teachers' views on teacher training

Do you think that your teacher education has prepared you well to teach writing in the EFL classroom?				
	Frequency	Percent	Valid %	Cumulative %
Yes	58	32,6	32,6	32,6
No	120	67,4	67,4	100,0
Total	178	100,0	100,0	

To investigate this issue further, statistical analyses were conducted. The teachers' perspectives on their teacher education and their level of teaching experience seem to be associated, as a chi-square test for independence (with Yates' Continuity Correction) revealed a significant association between teachers' level of teaching experience and their views on their teacher education programme, $\chi^2 (1, n = 180) = 4.42, p = 0.04, \phi = 0.17$. As can be seen when investigating the adjusted residual in the chi-square crosstabulation (see Appendix F), more experienced teachers (with 5+ years of teaching experience) tend to disagree with the given question more than expected. This means that more experienced teachers seem to think that their teacher education has not prepared them well to teach writing in the Austrian EFL classroom. Meanwhile, novice teachers (with 1-5 years of teaching experience) tend to agree with the given question to a greater extent than expected. This is a rather interesting insight, as it might suggest that novice teachers, who have only recently completed their teacher training, feel better prepared by their teacher training programme to teach writing than more experienced teachers, who have completed their training a rather long time ago. One could argue that this is due to the teacher education programme's improvement in quality, as teacher training degree courses are developed further and adapted. This issue will be discussed in more detail in the discussion of this thesis.

Lastly, the participants were also asked whether teaching writing should be addressed to a greater extent in English teacher education programmes at university. As the previous findings already suggest, a clear majority of the respondents agree that teacher training at university should focus on the skill of teaching writing more. Only approximately 20% of respondents argued that writing instruction is already currently dealt with adequately (see Table 21). In the following, the participants' views on their teacher training will be investigated in more detail.

Table 21: Teachers' views on teacher trainee writing instruction

Do you think that teaching writing should be addressed to a greater extent in English classes at university?				
	Frequency	Percent	Valid %	Cumulative %
Yes	139	78,1	79,4	79,4
No	36	20,2	20,6	100,0
Total	175	98,3	100,0	
Missing	3	1,7		
Total	178	100,0		

8.9.2. Qualitative findings

The teachers who indicated that they were content with their teacher education programme and felt that it prepared them adequately to teach writing in the ELT classroom were asked which aspects of their training benefited them most. 36 teachers responded to this question and 78 common themes could be identified amongst these answers, which are summarised in the table below. As one can see, most of the teachers mentioned that they particularly valued the presentation of a variety of methods and ideas on how to teach writing and writing texts themselves during their time at university. In addition, several people referred to particular writing seminars and language courses, which they found especially helpful in preparing them for their future as writing instructors. Conversing with colleagues about potential ideas and methods for teaching, support from professors and instruction on how to evaluate texts according to criteria were also considered beneficial aspects by a number of people.

Table 22: Teachers' answers regarding beneficial aspects of teacher training

	Frequency	Percent
variety of methods and ideas presented	14	17,95
writing texts oneself	12	15,38
specific (writing) seminars	10	12,82
language courses	8	10,26
exchange with colleagues	7	8,97
support from teachers/professors	7	8,97
evaluating texts according to criteria, understanding criteria	6	7,69
cannot remember/too long ago	6	7,69
useful materials	3	3,85
input on how to teach writing (didactics)	2	2,56
examples of students texts	2	2,56
hands-on experience at university	1	1,28
SUM	78	100,00

Those teachers who felt that their training on teaching writing in the EFL classroom was lacking were asked about which aspects were missing from their programme. This question was answered by 48 educators and their answers were summarised into 93 common themes, as shown in the table below. 17 of 48 respondents indicated that they wanted or needed more input on text types to prepare upper secondary students for their school-leaving exams. On top of that, a number of people referred to a lack of methods presented during their time at university, as well as a lack of concrete tips and ideas on how to teach writing in a structured and adequate way. One teacher even went as far as to say that practical examples and methods were completely missing from their teacher education:

Praktische Beispiele haben beinahe komplett gefehlt. Im Grund basiert das Unterrichten von Texten verfassen in Englisch auf dem, was die Schulbücher sowie das Internet hergeben [Practical examples were almost completely missing. Writing instruction in English basically consists of what is written in school books and the internet].

Moreover, a lack of hands-on experience in teaching writing in the classroom is another aspect mentioned by multiple respondents. Some survey participants even argue that their teacher education did not prepare them to teach writing at all and they had to acquire their teaching skills completely independently and/or with the help of colleagues and useful materials. In summary, it seems that most of the teachers who responded to the given question were relatively unhappy with how teaching writing, but also teaching in general, were trained at their university. One participant summarises this general attitude in a rather concise way:

Was fehlte war generell eine Ausbildung, die auf den Unterricht in der Schule vorbereitet. Die universitäre Ausbildung hatte mit den Unterrichtsinhalten/- textsorten praktisch nichts zu tun [Generally speaking, what was missing was an education that adequately prepares one for instruction at school. The training at university had practically nothing to do with classroom contents and text types].

Table 23: Teachers' answers regarding what was lacking in teacher training

	Frequency	Percent
lack of input on text types	17	18,28
lack of diversity of methods	13	13,98
no/few concrete examples/methods/tips	12	12,90
lack of hands-on experience at university	10	10,75
different times: different requirements etc.	10	10,75
lack of input on evaluating and responding to texts	9	9,68
lack of input on how to approach writing instruction	5	5,38
general neglect of writing instruction at university	5	5,38
teacher training lacking generally	3	3,23

cannot remember/too long ago now	2	2,15
no/few creative methods on how to teach writing	1	1,08
lack of authentic settings	1	1,08
lack of theoretical background	1	1,08
lack of useful materials	1	1,08
lack of (detailed) feedback from professors	1	1,08
no/little exchange with others	1	1,08
lack of input on differentiation	1	1,08
SUM	93	100,00

8.10. Teachers' beliefs about collaborative writing

8.10.1. Quantitative findings

As a potentially beneficial in-class writing activity, survey participants were also given several questions regarding collaborative writing (CW). The first item tackled teachers' awareness of the method. As one can see in the table below, a clear majority of the educators, namely 93%, have heard of CW before, while only a negligible percentage have not. One can therefore assume that the teachers within the sample are at least aware of the method of CW and what it entails.

Table 24: Teachers' awareness of CW

Have you heard of the collaborative writing (CW) method, where students write texts in pairs or groups?				
	Frequency	Percent	Valid %	Cumulative %
Yes	166	93,3	94,3	94,3
No	10	5,6	5,7	100,0
Total	176	98,9	100,0	
Missing	2	1,1		
Total	178	100,0		

A multi-item set then dealt with the participants' beliefs about benefits and issues they associate with CW. As evident from the table below, the educators seem to agree that students can benefit from CW ($M = 3.08$), that it enables students to support each other ($M = 3.19$) and learn from each other ($M = 3.14$). When it comes to issues associated with implementing CW in the classroom, educators seem to especially worry about students using their L1 to communicate ($M = 2.54$) and unequal participation in CW ($M = 2.79$). On top of that, participants indicated that they feel that they cannot evaluate students' individual learning progress adequately while implementing CW ($M = 2.71$). Although group dynamics seem to worry educators to a lesser

extent ($M = 2.37$), they definitely seem to agree that CW is more suitable for proficient learners ($M = 2.73$).

Table 25: Teachers' beliefs about CW

	N	Min.	Max.	Mean	Std. Dev.
Students can benefit from collaborative writing.	177	2	4	3,08	,563
Collaborative writing enables students to support each other through mutual scaffolding.	177	2	4	3,19	,530
Collaborative writing enables students to learn from each other and expand their individual language skills.	177	2	4	3,14	,551
When employing CW, I worry about students' group dynamics.	177	1	4	2,37	,843
When employing CW, I worry that the students will mostly use their first language to exchange ideas.	177	1	4	2,54	,866
When employing CW, I worry that only one student will contribute to the text.	177	1	4	2,79	,788
When employing CW, I cannot evaluate students' individual progress.	176	1	4	2,71	,764
When employing CW, I cannot evaluate students' individual needs and problems.	175	1	4	2,58	,775
CW is more suitable for proficient learners (e.g. learners in the upper secondary).	175	1	4	2,73	,852
Valid N	173				

Regarding issues teachers associate with CW, statistically significant differences in means could be identified for participants with varying degrees of teaching experience for item A703_04 ("When employing CW, I worry about students' group dynamics") ($F(3, 174) = 3.47$, $p = 0.02$, $\eta^2 = 0.06$). A Tukey post-hoc analysis was able to show differences in means between those teachers with 10+ years and those with only 1-5 years of teaching experience ($p = 0.02$, -0.433 , 95% CI $[-0.81, -0.06]$). This finding seems to suggest that more experienced teachers tend to worry less about students' group dynamics when employing CW in their classrooms compared to novice teachers. Chi-square tests were able to further corroborate some of these findings, as chi-square tests for independence revealed a significant association between teachers' level of teaching experience and their views on group dynamics in CW, $\chi^2(3, n = 178) = 9.94$, $p = 0.02$, $\phi = 0.24$, as well as their perspectives on student contributions in CW, $\chi^2(3, n = 179) = 8.49$, $p = 0.04$, $\phi = 0.22$. For both of these items, the adjusted residual figures in the chi-square crosstabulation (see Appendix F) suggest that more experienced

teachers tend to worry less about group dynamics and only one student contributing to the CW task compared to less experienced teachers. These chi-square test results align with the earlier ANOVA findings. While one could speculate that more experienced teachers may have already developed strategies to manage CW challenges through their familiarity with teaching (CW), this study cannot fully confirm this assumption.

The participating teachers were also asked whether they had implemented CW in their classrooms previously. A clear majority, almost 81% of the respondents, mentioned that they had, while only 18% indicated that they had not. This finding clearly shows that next to being aware of the method, the participating teachers also seem to implement CW in their classrooms.

Table 26: Teachers' employment of CW

Have you employed collaborative writing in the ELT classroom before?				
	Frequency	Percent	Valid %	Cumulative %
Yes	144	80,9	81,8	81,8
No	32	18,0	18,2	100,0
Total	176	98,9	100,0	
Missing	2	1,1		
Total	178	100,0		

Statistical analyses were conducted to further explore the use of CW across different school types. A chi-square test for independence (with Yates' Continuity Correction) revealed a significant association between the level of instruction and the implementation of CW in the classroom ($\chi^2 (1, n = 125) = 8.75, p = 0.003, \phi = -0.29$). Specifically, adjusted residual figures in the chi-square crosstabulation (see Appendix F) indicate that upper secondary teachers reported a higher implementation of CW than expected: Around 88% of upper secondary teachers reported using CW activities. In contrast, for lower secondary levels of instruction, teachers indicated a lower implementation of CW than anticipated, with approximately 38% choosing this option. These findings suggest that CW is more extensively employed in upper secondary levels compared to lower levels. This note-worthy insight will be explored in greater detail in later sections of this thesis.

8.10.2. Qualitative findings

The participating educators were also asked about their reasons for and against implementing collaborative writing. 19 participants contributed answers as to why they have not implemented CW in their classrooms before, which were summarised into 23 common themes (see Table 27). Most commonly mentioned was the aspect of students lacking the necessary level of proficiency for this type of method to be implemented. For example, one teacher had the following reasoning:

Unterrichte nur 1. und 3. Klasse. Ihr Sprachlevel ist mir noch zu gering für diese Art des Schreibens. Ich denke, dass OS-Klassen mehr davon profitieren [Am only teaching in a first and third grade. Their language level is too low for this kind of writing. I think that upper secondary students benefit more from it].

Some teachers also mentioned that CW takes more time than individual writing and that they are particularly worried about students contributing to the task to differing degrees:

Grundsätzlich der Zeitaufwand und die Tatsache, dass bei Klassen mit 25 Schüler:innen und mehr, sinnvolles Erarbeiten von Texten in der Gruppe sehr schwierig ist - 1 bis 2 Schüler:innen arbeiten, der Rest wartet, tratscht etc. [Generally speaking, it takes a lot of time and it is difficult to work on texts sensibly in a classroom of 25+ students – one to two students work, while the rest is waiting, chatting etc.].

Table 27: Teachers' reasons against implementing CW

	Frequency	Percent
students lack (necessary) proficiency	5	21,74
takes more time than individual writing	3	13,04
unequal contribution to the task	3	13,04
writing solely as homework and training for tests	2	8,70
not possible due to group dynamics	1	4,35
difficult to evaluate students' performance	1	4,35
less proficient students cannot participate (as much)	1	4,35
students' use of their L1	1	4,35
opportunity has not offered itself	1	4,35
produces (too much) noise	1	4,35
students do not take CW seriously	1	4,35
lack of experience	1	4,35
lack of ideas on how to implement CW	1	4,35
above-mentioned reasons (difficulties in the survey)	1	4,35
SUM	23	100,00

On the other hand, a substantial number of participating teachers (106 in total) provided insights into why they have embraced CW, which are summarised into 195 common themes in the table below. In contrast to the aforementioned perspectives, a considerable number of participants feel that CW can save time, not only during writing but also afterwards, because fewer texts need to be corrected. Educators also seem to appreciate the students being able to exchange ideas they have during writing and the fact that CW adds variety into their ELT classroom in terms of methods and group constellations. Numerous teachers also highlighted how CW facilitates peer support and mutual learning among students. This is particularly

evident in the context of less proficient students benefiting from their more skilled peers. The cultivation of soft skills is another notable consideration, with teachers suggesting that CW can enhance teamwork abilities among students. On top of that, some teachers indicated that students derive enjoyment from the CW process:

[Ich habe Kollaboratives Schreiben angewandt], [u]m einfach auch einmal eine andere Methodik auszuprobieren: sie haben mehr/bessere Ideen, fühlen sich sicherer in der Gruppe und haben mehr Spaß am Schreiben [I employed CW to simply try out a different method: The students usually have more/better ideas, feel more confident in a group and have fun while writing].

Another teacher even mentioned that CW may be suitable when first introducing a new text type to students and that it enables them to engage with text type characteristics to a greater extent:

Ich verwende es eigentlich immer wenn ich eine neue Textsorte erarbeite [...], weil ich denke, dass es SchülerInnen hilft sich an die Textsorte heranzutasten und von ihren unterschiedlichen Begabungen (zb Wortschatz, Strukturieren, Inhalt) gegenseitig zu profitieren. Außerdem entsteht durch das Kommunizieren über den Text in der Gruppe v.a. in der Oberstufe oft ein besseres Verständnis für die Spezifika der Textsorte. Checklisten was der Text alles haben sollte werden in der Gruppe/zu zweit eher durchgegangen als wenn man einen Text allein zu Hause schreibt. [I usually use it [CW] when introducing a new text type [...], because I think that it enables students to approach a text type slowly and to benefit from their different talents (for example vocabulary, structure, content). Moreover, communicating about the text in the group often leads to a better understanding for the characteristics of a text type especially in the upper secondary. Checklists for what a text should contain are considered to a greater extent in groups/pairs than when a text is written individually as homework].

All in all, a generally positive attitude towards CW could be identified, with a number of reasons for the implementation of this in-class writing activity having been listed. Unfortunately, not all of these reasons can be engaged with in detail due to the limited scope of this paper, but the common themes can be found in the table below.

Table 28: Teachers' reasons for implementing CW

	Frequency	Percent
saves time (writing and correction)	24	12,31
exchange of ideas/more ideas	21	10,77
adds variety (of methods and social constellations)	21	10,77
students can support each other	19	9,74

students can learn/benefit from each other	17	8,72
less proficient students can be supported by others	14	7,18
fosters group dynamics and team work	13	6,67
students enjoy CW/it is fun	12	6,15
fosters student motivation	10	5,13
appropriate for certain text types/tasks	8	4,10
makes task(s) more manageable for students	6	3,08
above-mentioned reasons (benefits of CW in survey)	5	2,56
fosters communication (skills)	5	2,56
careful grouping is necessary	3	1,54
students can be observed/supported while writing	3	1,54
trying it out	2	1,03
(expected) language development	2	1,03
less effort for students	2	1,03
peer feedback (instead of teacher feedback)	1	0,51
good products used as model texts	2	1,03
general importance of in-class writing	1	0,51
to ensure that texts are written by students	1	0,51
useful for big class sizes	1	0,51
students usually produce a good text	1	0,51
more relaxed work atmosphere	1	0,51
SUM	195	100,00

8.11. Participants' beliefs: miscellaneous

Before moving to the discussion of the findings presented in this chapter, it is also important to address teachers' contributions to the last question of the questionnaire: "Is there anything else you would like to tell me with regard to writing in the EFL classroom?". For this question, 48 participants contributed their thoughts, which were summarised into common themes (see Table 29).

Table 29: Teachers' beliefs: miscellaneous

	Frequency	Percent
(in-class) writing solely as preparation for <i>Matura</i>	9	14,75
influence of modern technology (AI, translation programmes etc)	9	14,75
teacher needs to invest lots of time for correction of texts	6	9,84
not enough (class) time for (in-class) writing	6	9,84
no time for creative writing or other text types	4	6,56
inadequate training/preparation at university	3	4,92
students do not care about writing	3	4,92

writing is not an important skill for students	3	4,92
writing neglected (compared to the other skills)	2	3,28
not all students can benefit from in-class writing	2	3,28
experimentation/creativity is beneficial with teaching writing	2	3,28
lack of proficiency in L1 writing influences L2 writing	1	1,64
(in-class) writing is (too) time-consuming	1	1,64
writing paragraphs instead of writing texts	1	1,64
social media fosters students' writing skills	1	1,64
in-class writing is important/should be done more	1	1,64
it is important to support students throughout writing	1	1,64
criticism of certain (<i>Matura</i>) text types	1	1,64
general importance of writing	1	1,64
providing students with chunks of language is not helpful	1	1,64
students might feel pressure when writing	1	1,64
collaborative writing as a beneficial method	1	1,64
students do not engage with provided materials/support	1	1,64
SUM	61	100,00

Firstly, the fact most commonly referred to in this section of the questionnaire was that teaching writing in the Austrian ELT classroom is mostly done in preparation for the final centralised school-leaving exam (*Zentralmatura*). In fact, one teacher even mentions that a “teaching to the test” mentality can be observed:

Manche Prozesse im Bezug auf Schreiben im Englischunterricht sind reines teaching to the test für die Matura (vor allem die Textsorten) [Some processes with regard to writing in the ELT classroom is sole teaching to the test for the final school-leaving exam (particularly the text types)].

Other educators lament that the exam text types are meaningless and banal and that other types of writing, namely more free and creative writing, consequently cannot be fostered:

“Das Hintrainieren auf die banalen und z.T. sinnbefreiten RDP-Textsorten bzw. - Aufgaben führt dazu, dass kaum mehr Zeit bleibt für kreatives, geistreiches Schreiben und wichtige Texte wie Zusammenfassungen” [The practicing of the banal and partly meaningless text types and assignments for the final school-leaving exam results in a lack of time for creative, intelligent writing and important text types such as summaries].

While these views on the *Matura* text types certainly need to be recognised and considered, it is also important to point out that teachers still have the agency and freedom to choose which text types to teach and how. On top of that, even though a teacher criticised the lack of summarising nowadays, this type of writing is still part of the curricular requirements (BMBWF,

2023, p. 179). Additionally, developing the skill of writing as a creative outlet is also explicitly mentioned and required by the curriculum of the upper secondary (BMBWF, 2023, p. 174). Thus, although these difficulties of teaching writing in the upper secondary classroom certainly should not be overlooked, curricular requirements regarding text types and creative writing must also be taken into account.

Another salient issue mentioned all throughout the questionnaire and also in the miscellaneous section is the effect of AI (e.g. ChatGPT) on writing instruction. Numerous teachers referred to the fact that most of their students' texts seem to be written with the (impermissible) help of AI and translation tools. One educator even explains that they do not let their students write texts as homework assignments anymore, as they consider it to be an obsolete practice:

Schreibhausübungen sind durch google Translate Programme und ChatGPT in meinen Klassen obsolet geworden. Die meisten Texte sind copy paste übernommen oder von Chat GPT geschrieben [In my classes homework assignments have become obsolete due to the Google Translate programmes and ChatGPT. Most of the texts are copied and pasted or written by ChatGPT].

Nevertheless, some teachers also seem to adopt a more optimistic attitude towards modern technology and AI. For instance, one educator claims that alternative ways of teaching with the help of new media and technologies, such as ChatGPT, should be adopted in the field of writing and that this requires a certain amount of openness and bravery: "Althergebrachtes ist nicht immer das Wahre und in Zeiten von neuen Medien und Technologien (zB ChatGPT) sollten ohnehin alternative Wege beschritten werden. Mutig und offen zu sein hilft".

The topic most commonly mentioned by teachers, albeit in different ways, was time. On the one hand, some educators referred to the fact that writing instruction, especially the correction of student texts, takes a lot of time and effort on the instructors' part. For example, one teacher posits that teaching writing is extremely time-consuming and that this time investment needs to be reflected in the amount of lessons language teachers have to teach:

"Schreiben (in qualitativ hochwertiger Form!) zu unterrichten ist aufgrund des damit verbundenen enormen Korrekturaufwandes (welcher sich mit der Klassenschüleranzahl multipliziert!) immens zeitintensiv. Solange sich diese Tatsache nicht im Dienstrecht widerspiegelt (deutlich geringere Unterrichtsverpflichtung für Sprachenfächer) wird es nur wenige Idealisten geben, die bereit sind, diese Zeit zu investieren".

On the other hand, several teachers also posited that there is a lack of class time for the adequate adaptation of in-class writing in the Austrian ELT classroom. While some argue that only two English lessons a week do not provide enough time for in-depth in-class writing ("2 Englischstunden pro Woche sind nicht genug, um sich intensiv mit dem Schreiben zu

beschäftigen“), others mention that they would like to implement in-class writing to a greater extent, but are unable to do so due to time constraints (“Schreiben im Unterricht ist grundsätzlich zu begrüßen, aus Zeitgründen oft aber schwer umsetzbar“).

Lastly, it is important to point out that a multitude of other issues were mentioned by the participating educators. Most notably, a couple of respondents voiced their dissatisfaction with what they learnt and practiced during their teacher education programme. Moreover, some respondents mentioned that writing is not an important skill for students in general and would prefer their students to enhance their speaking and presentation skills. A couple of teachers also claim that their students themselves do not care for writing and are therefore extremely unmotivated: “Ich schreibe gerne mit den Kindern, aber es ist ihnen so egal, dass es fast schon weh tut” [I like writing with my kids, but they do not care for it so much that it almost hurts]. Some educators also openly admitted that they feel that writing is often neglected as a skill in the Austrian ELT classroom.

As evident from the presented miscellaneous themes in connection with in-class writing, this issue is incredibly multi-faceted and complicated. In the following, the range of insights gained from the questionnaire about in-class writing in the Austrian ELT classroom are discussed and summarised.

9. Discussion of findings

In this chapter, the findings presented in the previous section will be discussed, meaning that they will be interpreted, connected to each other and related to relevant background literature. Not all of this thesis' findings can be discussed, as that would go beyond the scope of this paper. Nevertheless, the most salient themes were chosen and are summarised and discussed in the following.

9.1. Neglect of (in-class) writing instruction

This study's goal was to examine the state of (in-class) writing instruction in the Austrian EFL context. In alignment with RQ 1 (How is writing taught in the Austrian EFL classroom?), the participating teachers were asked to report on their practices of teaching writing and how often they implement certain in-class writing activities. Approximately two thirds of the participating teachers reported that they teach the writing skill only once or twice a month, while the other third indicated that they do so once a week. Considering the fact that there are two to four English lessons a week, this frequency of writing instruction clearly points towards a neglect of writing instruction compared to the teaching of other skills. Especially when it comes to extended writing, more than half of upper secondary educators reported that they let their students write multiple paragraphs only once or twice a semester. These findings indicate that EFL writing instruction is limited within the surveyed teachers' teaching. However, as already elaborated upon multiple times within this thesis, this is not an isolated insight. Several studies from different instructional and geographical contexts have shown that the teaching of writing is neglected. In the US American L1 context, for example, studies by Applebee and Langer (2011) as well as Graham et al. (2014) raised serious concerns about writing instruction in middle and high schools. Particularly extended writing is rather restricted in this regard, as Applebee and Langer (2011) found that only 7.7% of the investigated class time was devoted to extended writing (pp. 15-16). Although such concrete figures with regard to a lack of extended writing instruction could not be found in this study, the findings of this thesis suggest a similar neglect of extended writing in the Austrian EFL classroom. This development cannot be taken lightly, as such writing practice usually provides students "with opportunities to use composing as a way to think through issues, to show the depth or breadth of their knowledge, or to go beyond what they know in making connections and raising new issues" (Applebee & Langer, 2011, p. 16). This aspect of deeper thought and knowledge processing is neglected when extended writing is not practiced regularly.

Even in the Austrian FL context, the Austrian Language Competence Centre already referred to a lack of (in-class) writing instruction in the classroom (Beder-Hubmann et al., 2021). Mainly with students above a certain language level, most writing is done outside of the classroom,

i.e. as homework. A study on the treatment of the four language skills in a third-year Spanish class confirmed this, as it showed that only three percent of class time was devoted to practicing writing (Beder-Hubmann et al., 2021, p. 6). This thesis has confirmed that these findings by the Austrian Language Competence Centre can also be applied to EFL in-class writing instruction in Austria. Therefore, the first research question of this thesis was clearly answered: The surveyed teachers indicated that they teach writing only to a limited extent in general and employ in-class writing to an even more restricted extent.

9.2. Effect of standardised school-leaving exam

One of the reasons behind the lack of FL (in-class) writing instruction given by the Austrian Language Competence Centre is the introduction of a standardised school-leaving exam in 2016 in Austria. It is argued that this standardised exam had negative washback effects on FL writing instruction, leading to an increased focus on test formats and linguistic and grammatical structures (Beder-Hubmann et al., 2021, p. 5). According to Alderson and Wall (1993), “tests affect teachers and learners and thereby affect teaching and learning” (p. 2). This issue is conceptualised within washback, which describes “the influence of testing on teaching” (Alderson & Wall, 1993, p. 2). This phenomenon has been studied extensively for a long time now. For example, Larsson and Olin-Scheller (2020) recently conducted a study on the washback effect of a Swedish national test, including the language skills of reading, writing and speaking, and found that the writing and speaking parts of the test were especially influential when it comes to washback on teaching (p. 687). Both negative and positive washback effects were identified. For example, the investigated teachers reported that the test made it easier to prioritise certain contents over others. Nevertheless, negative washback effects were also mentioned, such as the fact that less time can be spent on other skills and a lot of time needs to be dedicated to preparing students for the written subtest in particular (Larsson & Olin-Scheller, 2020, p. 699).

In pursuing answers to RQ 2, i.e. in identifying benefits and issues associated with in-class writing, the phenomenon of washback of standardised tests was also observed in this thesis. Not only did the participating (student) teachers indicate that they feel writing instruction is more important in the upper secondary levels of instruction, they also reported that they feel that writing in upper secondary classrooms is done primarily as practice for the final school-leaving exam, a phenomenon which has often been termed as ‘teaching to the test’. Multiple educators also complained about the restrictive text types students have to practice and write for their final school-leaving exam and mentioned that this focus on the *Matura* results in a lack of time to be devoted to other types of (creative) writing. Therefore, it really does seem that the issue mentioned by the Austrian Language Competence Centre about the effect of the school-leaving exam on FL writing instruction (Beder-Hubmann et al., 2021, p. 5) is a pertinent issue

associated by the participating EFL (student) teachers with (in-class) writing (RQ 2). Of course, generalisations cannot be drawn with regard to this topic, but it seems that many EFL teachers in Austria, particularly those teaching at the upper secondary level, feel restricted in their teaching of writing due to the standardised final school-leaving exam.

9.3. The issue of time

Next to the *Matura*, another issue with in-class writing, identified within this study in answer to RQ 2, is time. Several educators referred to writing as a time-consuming activity, as well as the correction of texts as time-intensive and effortful. This issue seems to be ubiquitous in all kinds of instructional and geographical contexts and is a salient theme associated with (in-class) writing instruction in multiple studies. For example, Graham (2019) makes clear that “[w]riting is a complex and challenging task, requiring considerable amount of instructional time to master”, which is most probably why he found that insufficient time was devoted to the teaching of writing in both primary and secondary levels in a review of L1 writing instruction research (p. 280). Accordingly, it is clear that writing instruction itself takes a lot of time. However, it often seems that teachers are even more hesitant about the follow-up activities to writing, namely the grading and evaluating of the student texts. Leki (2001) even argues that regularly giving useful and appropriate feedback on student texts, possibly even multiple drafts, is almost impossible, especially when considering large class sizes (p. 200). In their study on US middle school L1 writing instruction, Graham et al. (2014) found confirmatory evidence to this claim, as they discovered that a majority of their surveyed teachers “limited how often students wrote due to the time it took to grade assignments” (p. 1028). Therefore, it is clear that the effort of correcting texts may also have a direct impact on how much writing students are afforded.

This study’s participating (student) teachers’ beliefs are in alignment with what these researchers have found. Particularly when it comes to in-class writing, the (student) teachers seemed to agree that it is hard to implement due to a lack of time. Nevertheless, some nuances can also be observed within this issue. Firstly, participants were asked in more detail about CW. When asked about their reasons for or against implementing CW activities, the questionnaire respondents referred to CW as both a time-consuming and a time-saving activity. On the one hand, some argued that it takes longer for students to write a text collaboratively compared to individual writing settings; on the other hand, several teachers mentioned that CW can save them time, as they will have fewer texts to correct. This is an interesting viewpoint, as it clearly indicates that CW can have an impact on out-of-class and in-class time for both students and teachers. Accordingly, depending on a teachers’ needs and goals for a writing lesson, they may choose to implement CW or not. Nevertheless, it is important to consider that some forms of in-class writing may actually save the teacher time in the long run – not only when it comes

to the correction of texts, but also when it comes to the language learning that occurs while writing. This issue will be elaborated upon in more detail below.

Secondly, it is also important to point out that this study revealed some differences in in-class writing instruction practices across teachers from differing teaching backgrounds (RQ 3): As revealed by inferential statistics conducted for this study, in-class writing is done more frequently by teachers in Higher Federal Technical Colleges as well as Higher Colleges of Business Administrations than in other school types (see Chapter 8.7). Although no concrete reason could be found for this finding, it is important to mention that some educators referred to the students' time management in this regard. In an open-ended question, for example, a teacher of a Higher Federal Technical College explained that their students have lots of homework to complete at home already. Therefore, teachers appreciate CW as a way to alleviate their students' workload. The teacher also mentioned that they value the opportunity to be able to let their students write in a concentrated manner for a full lesson. Therefore, another interesting and potentially unexpected finding in connection to the issue of time is that in-class writing may also be beneficial for students' time management. This aspect of in-class writing has not been considered (extensively) in research, but of course also offers a valuable justification for the implementation of writing activities in the EFL classroom.

9.4. Teacher education

Another issue with EFL writing instruction prominently identified within this study in answer to RQ 2 is the teachers' training to teach writing. In other studies, this issue was also explored and discussed – with diverging findings. While Ralli et al. (2022) found that their participating Greek primary school teachers generally felt adequately prepared to teach writing after their teacher education programme (p. 1619), Graham et al. (2021) discovered that the majority of Norwegian middle school educators felt that they received “minimal or no preservice preparation to teach writing in general, assess writing, or teach different kinds of writing” (pp. 548-551). The findings of this thesis are consistent with Graham et al.'s (2021): As already presented in the previous chapter, a clear majority of the participating teachers feel that their teacher training did not prepare them well to teach writing. A closer investigation of differences within the sample (RQ 3) revealed that novice teachers with less than 5 years of teaching experience indicated more positive views towards their teacher education, which seems to suggest that the teacher training programme has improved in recent years. Indeed, teacher education in Austria, and more specifically at the University of Vienna, i.e. the university most of the respondents received their teacher training at, has undergone major changes during this new millennium. During the university year of 2001/2002, a new curriculum was implemented for teachers of humanities and cultural studies, including teachers of English. The new curriculum included more didactics courses, in fact 13 out of a total of 73 credit hours would now be

devoted to English teaching methodology (Universität Wien, 2002, p. 62). The curriculum was once again adapted in 2016, when the degree was divided into the Bachelor's and Master's programme. The Bachelor ELT degree, spanning a minimum of eight semesters, includes 22 ECTS-points (European Credit Transfer System) devoted to subject didactics (Universität Wien, 2022a, pp. 3-9). The Master's degree programme, with a minimum length of four semesters, also encompasses a considerable number of didactic courses with a total of twelve ECTS-points (Universität Wien, 2022b, pp. 3-5). Therefore, one could argue that these changes have led to an improvement of English teacher education in Austria and, more specifically, at the University of Vienna. Nevertheless, it is important to point out that the majority of respondents for this thesis' survey feel that their teacher education did not prepare them adequately to teach writing and, accordingly, most also believe that writing instruction should be addressed to a greater extent in English teacher education programmes at university.

Within this study, the potential aspects of what could be improved in the Austrian teacher education programmes for EFL at university were also explored. From these findings, one can draw the conclusion that educators especially appreciate concrete ideas on how to teach writing in the EFL classroom. Approaches and methods to teaching writing, as well as materials and creative ideas to do so were mentioned as beneficial by several respondents. This is probably due to the fact that the preparation of writing lessons, including the construction of authentic writing tasks, is a rather major task in the FL classroom. Indeed, Leki (2001) points out that writing materials and methods must always be adapted to the classroom's local needs (p. 200). On top of that, several participants of this study referred to hands-on experience during their teacher training as helpful for them to be able to develop their teaching writing skills further. Therefore, it seems to be imperative to provide teachers with adequate preparation and training on how to teach writing, including not only hands-on experience, but also the necessary materials, methods and instructional ideas. Especially the role of suitable materials cannot be underestimated, as Leki (2001) points out that without appropriate writing textbooks, (novice) teachers may be overwhelmed (p. 200-201).

This study therefore clearly points towards some areas of improvement for teacher education programmes in Austria, where policy and curriculum makers could start developing training programmes in a more teacher-friendly and -appropriate way. This means that the curriculum could encompass mandatory courses on writing, where material is provided, discussed, created and shared by the trainees. On top of that, more hands-on experience, i.e. traineeships, would most likely be welcomed by teacher trainees. Of course, this is not a straightforward task, as it would require complex changes in the way things are currently done. As Graham (2019) rightfully points out, "changing classroom writing practices involves more than changing teachers" (p. 282). Rather, teacher education also needs to be adapted constantly. In this

process, students' and teachers' views on teacher training are indispensable, which is why it is important for them to get involved as well. As a first step, this thesis has already provided some valuable insights into how teacher education programmes could be improved so that teachers may feel more in control when teaching writing to their students.

9.5. The impact of AI on EFL writing instruction

The potentially most salient issue which arose out of this study in answer to RQ 2 is the impact of artificial intelligence (AI) on (in-class) writing instruction. In fact, although the issue was not directly addressed in the questionnaire, ChatGPT, a recently developed AI programme, was mentioned by participating (student) teachers within the open questions numerous times. At the time of administration of the questionnaire, the use of AI, specifically of ChatGPT, had just started to be heavily debated in the Austrian school context, as coverage by Austrian news outlets suggests (e.g. 'ChatGPT: Wiener Schulen Sehen Keine Gefahr', 2023; 'Heimische Lehrer Sehen KI an Schulen „gelassen“', 2023; Gmeiner, 2022). The debate in the news was rather varied, with some teachers asserting that the use of AI will completely change the lives of teachers and students alike (Gmeiner, 2022), while officials such as the current Austrian Minister of Education, Martin Polaschek, argued that AI should be incorporated into the classroom in a useful manner ('Heimische Lehrer Sehen KI an Schulen „gelassen“', 2023).

In contrast to these rather positive statements, the survey participants' attitude towards the use of AI and technological tools, such as translation programmes, was overall rather negative. Teachers often referred to the fact that the use of tools like ChatGPT and Google Translate make it impossible to glean the students' "real" writing performance. Therefore, some teachers argued that assigning their students homework proved fruitless, while others argued that they let their students submit hand-written assignments only to combat the problem of AI. The danger of AI, as expressed by some of the enquired teachers, seems to be that students may start to rely too heavily on these programmes, therefore not further developing their language skills.

The issues identified through this study regarding AI and, more concretely, ChatGPT, cannot be directly corroborated by existing literature, however. As already elaborated upon in section 4.4. of this thesis, research on the impact of AI programmes on education is rather scarce, as these types of technologies are only just developing. On top of that, in contrast to the participating teachers' views, recent research on AI has resulted in overwhelmingly positive findings: AI may be used in education to personalise learning contexts further, making it possible for students to learn and receive feedback without extensive support by the teacher (Sharadgah & Sa'di, 2022, p. 339). Additionally, ELT may benefit from AI automatic evaluation or machine translation programmes (Sharadgah & Sa'di, 2022, p. 340-341). When it comes to ChatGPT specifically, Rahman and Watanobe (2023) believe that it may have tremendous positive

effects on the educational context and offer students and teachers alike unique opportunities, such as the opportunity to ask questions, create practice exercises and provide improvements for written products (pp. 5-8). However, as already explained in section 4.4. of this thesis, they also make clear that this programme poses several threats: The programme may produce fake news, hate speech or lead to a “blind reliance” on AI tools. The latter problem may negatively affect students’ critical thinking and problem-solving skills (Rahman & Watanobe, 2023, pp. 16–17). This threat has already been recognised by the (student) teachers within the study, as several referred to this issue as a negative aspect of AI use in ELT. Although the application of AI, and more concretely ChatGPT, may offer exciting opportunities for teachers and students when it comes to language learning, it cannot be denied that it also poses considerable challenges for educators, which coping strategies and resolution attempts are just now being developed for. The surveyed teachers within this study felt overwhelmingly negatively towards the impact of AI on EFL writing instruction. If teachers do not want to or choose not to engage with AI in the EFL classroom, in-class writing will provide them with the best chance to avoid the use of ChatGPT and to glean their students’ actual writing skills. In the following, the insights regarding benefits and issues associated with in-class writing will be discussed.

9.6. The importance of in-class writing

The aim of this thesis was to investigate in-class writing practices in the Austrian EFL context. As the discussion of the most salient issues has shown so far, there are several difficulties associated with teaching writing in the classroom. Particularly external factors, such as a lack of time and the impact of AI and the standardised school-leaving exam seem to make teaching writing in the Austrian EFL classroom difficult. Nevertheless, in pursuing answers to RQ 2, it was found that the participating teachers and trainees still recognised certain benefits of in-class writing and therefore its importance. It seems that the (student) teachers especially value opportunities for immediate feedback and collective scaffolding when writing with their students in the classroom.

On top of that, numerous teachers pointed out that in-class writing can be fun and foster students’ creativity. This especially applies to CW, an in-class writing activity which has been employed already by a clear majority of the participating teachers (RQ 1.3). Of course, certain issues are also prevalent with the application of CW in the EFL classroom. The participating teachers seem to specifically worry about students’ group dynamics and the equal distribution of work amongst the students. Nevertheless, this thesis has identified certain differences when it comes to teachers’ worries about implementing CW (RQ 3), as they are not as prevalent with more experienced teachers compared to novice teachers, which indicates that issues associated with the employment of CW in the classroom may become less relevant and daunting with increasing teaching experience and expertise. Altogether, a considerable number of the

participating teachers seems to feel favourably towards CW, as the numerous positive experiences shared in the open questions indicates. In particular the fact that CW can be fun and motivating for the students was mentioned numerous times. This factor has also arisen in other studies: Shehadeh (2011) found that students started to enjoy writing collaboratively over a period of 16 weeks, as they felt that their self-esteem, writing skills and even speaking competences benefited from CW activities (pp. 296-297). More recently, Pham (2021) was also able to identify students' positive attitudes towards CW and even goes as far as to conclude that CW activities can be motivating (p. 10). Considering that one of the issues often associated with (in-class) writing is a lack of motivation on the students' part, it seems that CW may prove to be a valuable solution to this problem.

Additionally, the findings of this study also suggest that teachers value other benefits associated with CW (RQ 2). Especially the fact that students can support each other in a process of collective scaffolding, therefore expanding their individual language skills, seems to be appreciated by (student) teachers. This phenomenon of collective scaffolding, first discovered by Donato (1994) and then identified within a number of other studies (e.g. Storch, 2002, 2005; Li, 2013; Villareal & Gil-Sarratea, 2020), proves that a certain language learning effect may be observable in this regard. As already mentioned, the participants of the survey within this study seem to agree that mutual scaffolding of the students is a benefit of CW activities. In a similar process, students are also involved in languaging or collaborative dialogue when writing texts collaboratively, where they are enabled to articulate their thinking when solving a (linguistic) problem (Storch, 2013, p. 16). Several researchers, such as Swain (2000) believe that languaging can lead to language learning, resulting not only in the students using the TL extensively, but also expanding their TL skills (p. 97). In fact, Storch (2013) even argues that CW tasks are superior in producing languaging instances compared to other types of tasks (pp. 17-18). Therefore, one can say that CW activities may also help students produce the TL in a natural and communicative way, which is especially relevant in the Austrian context of EFL, where the foreign language is not used outside of the classroom on a regular basis. Particularly when one considers that teachers within this study indicated a lack of authenticity when writing as problematic, CW may contribute towards a solution to this problem. In answer to RQ 2, most or even all of the hereby described language learning potentials of CW were mentioned by teachers within this study and may prove to be beneficial for EFL writing instruction.

All in all, it seems that in-class writing, although often associated with numerous issues in its application, can be valuable for teachers and students alike. When it comes to CW specifically, this study has shown that the participating Austrian EFL teachers believe it to be a fun and creative activity for students. Furthermore, it may also enable students to expand their language skills while writing. Accordingly, one could argue that the time invested into writing texts

collaboratively in the classroom is time spent wisely: The language learning potentials of CW are drawn on, students can support each other and have fun, while also ensuring that some of the difficulties of writing instruction, such as a reliance on AI, unwanted washback effects of the standardised school-leaving exam and even time management issues, are mitigated.

10. Conclusion

In conclusion, this study has given an overview of the state of writing instruction in the Austrian EFL classroom based on (student) teachers' questionnaire insights. In line with previous literature on L1 and L2/FL writing instruction, this thesis' findings seem to confirm that writing in English and especially extended writing are taught only to a limited extent in the Austrian classroom. Although this issue was already referred to by the Austrian Language Competence Centre (Beder-Hubmann et al., 2021) previously, this Master's thesis was able to corroborate their claims: Only little time is invested in teaching EFL writing compared to the teaching of other skills and the Austrian standardised school-leaving exam seems to have a negative washback effect on writing instruction.

On top of that, some other, more unexpected issues with (in-class) writing instruction could be identified. With the recent emergence of ChatGPT, EFL writing instruction has changed drastically, as most of the teachers who participated in this study have testified. It was indicated that some students copy and paste from AI and translation programmes, making it difficult for teachers to accurately glean the students' writing proficiency. As a result, some teachers have started to only accept hand-written homework assignments, while others have chosen not to appoint homework assignments at all anymore. Another way that teachers have started to deal with the challenges posed by AI programmes is by implementing in-class writing activities. In fact, numerous educators referred to in-class writing as a practical way for students to accurately depict their EFL writing performances. In general, in-class writing, although also associated with a number of difficulties, seems to be perceived as beneficial and helpful by the majority of the participating (student) teachers. Particularly when it comes to CW, educators tend to appreciate the opportunity for students to learn from and support each other in their language development. CW may therefore be a practical way for instructors to implement in-class writing activities in their classrooms to a greater extent, therefore contributing to solving the issue of a lack of (in-class) writing instruction in the Austrian EFL classroom, while also providing students with valuable language learning opportunities.

The issue that seems to stand in the way of appropriate (in-class) EFL writing instruction in Austria, however, is a general lack of time. Most notably, teachers often mentioned the time and effort needed to correct and grade student texts. This is an issue that cannot be solved in a straight-forward manner. Rather, policy changes would have to be enacted to provide language teachers with more time to engage with their students' writing. Additionally, policy makers and curriculum designers could improve EFL writing instruction in Austria by incorporating the beneficial aspects of teacher training mentioned in this study into their teacher education programmes to a greater extent.

All in all, this thesis has confirmed similar findings from other instructional and geographical contexts, i.e. that (in-class) EFL writing instruction in Austria seems to be restricted and inadequate. Besides that, a number of issues associated with in-class writing have been identified by teachers in this study, while also recognising the benefits provided when writing texts with students in the classroom. Of course, one needs to consider the small sample size within this thesis, as well as other limitations such as the sampling procedure and the lack of varied inferential statistics. Therefore, this thesis has only been able to paint a general picture of Austrian EFL (in-class) writing instruction. Furthermore, due to the limited scope of this paper, not all aspects of (collaborative) writing could be considered, such as the opportunity of employing in-class writing as dynamic assessment. To gain a deeper insight into the way writing is taught in the Austrian EFL classroom and to be able to draw more detailed conclusions about this topic, more in-depth research with a bigger sample size is needed. Nevertheless, this study served as a valuable first step in exploring in-class writing and teachers' beliefs in the Austrian EFL classroom. It is hoped that the insights gained within this thesis may inspire teachers, scholars and policy makers alike to work towards improving writing instruction so that Austrian EFL students may be given the chance to develop this complex, but integral skill properly and more successfully.

Word count: 33 683

11. References

- Alderson, J. C., & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14, 1–23. Periodicals Index Online.
- Allen, H. W., & Paesani, K. (2022). Genre instruction, textual borrowing, and foreign language writing: Graduate teaching assistant perspectives and practices. *Language Teaching Research*, 26(4), 755–776. <https://doi.org/10.1177/1362168820911194>
- Applebee, A. N., & Langer, J. A. (2011). A snapshot of writing instruction in middle schools and high schools. *English Journal*, 100(6), 14–27.
- Beder-Hubmann, E., Fürstenberg, U., Gerber, R., Kaplan, A., Mareschal, M., Mewald, C., & Görsdorf-Léchevin, E. (2021). *Aufbau von Schreibkompetenz in den lebenden Fremdsprachen. Fokus auf Sekundarstufe II*. Österreichisches Sprachen-Kompetenz-Zentrum; s. https://www.oesz.at/OESZNEU/document2.php?Submit=&pub_ID=257
- BMBWF. (2023). *Lehrpläne – allgemeinbildende höhere Schulen, Fassung vom 19.07.2023*. <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008568>
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109. <https://doi.org/10.1017/S0261444803001903>
- Borg, S. (2015). *Teacher cognition and language education: Research and practice*. Bloomsbury Academic.
- Bradley, L., Lindström, B., & Rystedt, H. (2010). Rationalities of collaboration for language learning in a wiki. *ReCALL*, 22, 247–265. <https://doi.org/10.1017/S0958344010000108>
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge University Press.
- Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect*, 7(3), 56–66.
- ChatGPT: Wiener Schulen sehen keine Gefahr. (2023, February 9). *ORF.At*. <https://wien.orf.at/stories/3193919/>
- Chen, M., Flowerdew, J., & Anthony, L. (2019). Introducing in-service English language teachers to data-driven learning for academic writing. *System*, 87, 1-12. <https://doi.org/10.1016/j.system.2019.102148>
- Chong, D. (2021). Research on Artificial Intelligence-based English writing blended teaching mode. *Journal of Physics: Conference Series*, 1852(3), 1-7. <https://doi.org/10.1088/1742-6596/1852/3/032018>
- Clark-Gareca, B., & Gui, M. (2019). Chinese and American EFL teachers' beliefs about curricular and pedagogical practices: Cross-cultural similarities and differences.

- Language and Intercultural Communication*, 19(2), 137–151.
<https://doi.org/10.1080/14708477.2018.1456546>
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (Seventh edition). Routledge.
- Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf (Ed.), *Vygotskian approaches to second language research* (3. print). Ablex Publishing Corporation.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Dörnyei, Z. (2010). *Questionnaires in second language research* (Second Edition). Routledge.
- Ellis, R., & Yuan, F. (2005). The effects of careful within-task planning on oral and written task performance. In R. Ellis (Ed.), *Language Learning & Language Teaching* (Vol. 11, pp. 167–192). John Benjamins Publishing Company.
<https://doi.org/10.1075/llt.11.11ell>
- Gillham, B. (2007). *Developing a questionnaire* (Second edition). Continuum.
- Gmeiner, B. (2022, December 30). Chat GPT: Künstliche Intelligenz in der Schule? *Der Standard*. <https://www.derstandard.at/story/2000142168293/chatgpt-kuenstliche-intelligenz-in-der-schule>
- Graham, S. (2019). Changing how writing is taught. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125>
- Graham, S., Capizzi, A., Harris, K. R., Hebert, M., & Morphy, P. (2014). Teaching writing to middle school students: A national survey. *Reading and Writing*, 27(6), 1015–1042.
<https://doi.org/10.1007/s11145-013-9495-7>
- Graham, S., Skar, G. B., & Falk, D. Y. (2021). Teaching writing in the primary grades in Norway: A national survey. *Reading and Writing*, 34(2), 529–563.
<https://doi.org/10.1007/s11145-020-10080-y>
- Hajan, B. H., Castillo-Hajan, B., & Marasigan, A. C. (2019). Second language academic writing: A study of teachers' beliefs and pedagogical practices in senior high school. *Asian EFL Journal*, 21(2.3), 9–35.
- Heimische Lehrer sehen KI an Schulen „gelassen“. (2023, February 5). *Orf.at*.
<https://orf.at/stories/3303964/>
- Hyland, K. (2010a). Second language writers. In K. Hyland (Ed.), *Second Language Writing*. Cambridge University Press.
- Hyland, K. (2010b). Writing and teaching writing. In K. Hyland (Ed.), *Second Language Writing*. Cambridge University Press.
- Kim, Y. (2011). The role of task-induced involvement and learner proficiency in L2 vocabulary acquisition: Task-induced involvement and learner proficiency.

- Language Learning*, 61, 100–140. <https://doi.org/10.1111/j.1467-9922.2011.00644.x>
- Kowal, M., & Swain, M. (1994). Using collaborative language production tasks to promote students' language awareness. *Language Awareness*, 3(2), 73–93. <https://doi.org/10.1080/09658416.1994.9959845>
- Larsson, M., & Olin-Scheller, C. (2020). Adaptation and resistance: Washback effects of the national test on upper secondary Swedish teaching. *The Curriculum Journal*, 31(4), 687–703. <https://doi.org/10.1002/curj.31>
- Laufer, B. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22(1), 1–26. <https://doi.org/10.1093/applin/22.1.1>
- Lee, I. (2009). Ten mismatches between teachers' beliefs and written feedback practice. *ELT Journal*, 63(1), 13–22. <https://doi.org/10.1093/elt/ccn010>
- Leeser, M. J. (2004). Learner proficiency and focus on form during collaborative dialogue. *Language Teaching Research*, 8(1), 55–81. <https://doi.org/10.1191/1362168804lr134oa>
- Leki, I. (2001). Material, educational, and ideological challenges of teaching EFL writing at the turn of the century. *International Journal of English Studies*, 1(2), 197–209.
- Li, M. (2013). Individual novices and collective experts: Collective scaffolding in wiki-based small group writing. *System*, 41(3), 752–769. <https://doi.org/10.1016/j.system.2013.07.021>
- Li, M. (2017). Explaining dynamic interactions in wiki-based collaborative writing. *Language Learning and Technology*, 21.
- Li, M., & Kim, D. (2016). One wiki, two groups: Dynamic interactions across ESL collaborative writing tasks. *Journal of Second Language Writing*, 31, 25–42. <https://doi.org/10.1016/j.jslw.2016.01.002>
- Mak, B., & Coniam, D. (2008). Using wikis to enhance and develop writing skills among secondary school students in Hong Kong. *System*, 36, 437–455.
- Manchón, R. M. (2013). Teaching writing. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Wiley. <https://doi.org/10.1002/9781405198431.wbeal1178>
- Manchón, R. M. (Ed.). (2020). *Writing and language learning*. John Benjamins Publishing Company. <https://doi.org/10.1075/lllt>
- Manchón, R. M., & Vasylets, O. (2019). Language learning through writing: Theoretical perspectives and empirical evidence. In J. W. Schwieter & A. Benati (Eds.), *The Cambridge Handbook of Language Learning* (pp. 341–362). Cambridge University Press. doi:10.1017/9781108333603.015
- McKinley, J., & Rose, H. (Eds.). (2020). *The Routledge handbook of research methods in applied linguistics*. Routledge.

- Newton, J. (2016). Teaching language skills. In G. Hall (Ed.), *The Routledge handbook of English language teaching* (pp. 428–440). Routledge.
- O'Brien, T. (2004). Writing in a foreign language: Teaching and learning. *Language Teaching*, 37(1), 1–28. <https://doi.org/10.1017/S0261444804002113>
- Pallant, J. (2016). *SPSS Survival Manual* (6th edition). McGraw-Hill Education.
- Pham, V. P. H. (2021). The effects of collaborative writing on students' writing fluency: An efficient framework for collaborative writing. *SAGE Open*, 11(1). <https://doi.org/10.1177/2158244021998363>
- Pham, V. P. H., & Truong, M. H. (2021). Teaching writing in Vietnam's secondary and high schools. *Education Sciences*, 11(10), 632. <https://doi.org/10.3390/educsci11100632>
- Prior, P., & Lunsford, K. (2008). History of reflection, theory and research on writing. In C. Bazerman (Ed.), *Handbook of research on writing. History, society, school, individual, text* (pp. 81–96). Erlbaum.
- Rahman, Md. M., & Watanobe, Y. (2023). ChatGPT for education and research: Opportunities, threats, and strategies. *Applied Sciences*, 13(9), 1–21. <https://doi.org/10.3390/app13095783>
- Ralli, A. M., Dimakos, I. C., Dockrell, J. E., & Papoulidi, A. (2022). Teacher practices for teaching writing in Greek primary schools. *Reading and Writing*, 35(7), 1599–1626. <https://doi.org/10.1007/s11145-022-10258-6>
- Reichelt, M. (2005). English-language writing instruction in Poland. *Journal of Second Language Writing*, 14(4), 215–232. <https://doi.org/10.1016/j.jslw.2005.10.005>
- Reichelt, M. (2009). A critical evaluation of writing teaching programmes in different foreign language settings. In R. M. Manchón (Ed.), *Writing in foreign language contexts: Learning, teaching and research* (pp. 183–206). Multilingual Matters.
- Sharadgah, T., & Sa'di, R. (2022). A systematic review of research on the use of Artificial Intelligence in English language teaching and learning (2015-2021): What are the current effects? *Journal of Information Technology Education: Research*, 21, 337–377. <https://doi.org/10.28945/4999>
- Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing*, 20(4), 286–305. <https://doi.org/10.1016/j.jslw.2011.05.010>
- Shi, L., & Cumming, A. (1995). Teachers' conceptions of second language writing instruction: Five case studies. *Journal of Second Language Writing*, 4(2), 87–111.
- Sieberer, E. (2020). Schreibkompetenz vermitteln: Ein Blick auf die Unterrichtspraxis. *R&E Source*, 1–14.
- Snyder Ohta, A. (2013). Sociocultural theory and the zone of proximal development. In J. Herschensohn & M. Young-Scholten (Eds.), *The Cambridge Handbook of Second*

- Language Acquisition* (pp. 648–669). Cambridge University Press.
<https://doi.org/10.1017/CBO9781139051729.037>
- Spada, N. (2007). Communicative language teaching. In J. Cummins & C. Davison (Eds.), *International Handbook of English Language Teaching* (pp. 271–288). Springer US.
- Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning*, 52(1), 119–158. <https://doi.org/10.1111/1467-9922.00179>
- Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14(3), 153–173.
<https://doi.org/10.1016/j.jslw.2005.05.002>
- Storch, N. (2013). *Collaborative writing in L2 classrooms*. Multilingual Matters.
- Storch, N. (2016). Collaborative writing. In R. M. Manchón & P. K. Matsuda (Eds.), *Handbook of second and foreign language writing* (pp. 387–406). De Gruyter.
- Storch, N. (2017). Sociocultural theory in the L2 classroom. In S. Loewen & M. Sato (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition* (1st ed., pp. 69–83). Routledge.
- Storch, N. (2019). Collaborative writing. *Language Teaching*, 52(1), 40–59.
<https://doi.org/10.1017/S0261444818000320>
- Storch, N., & Aldosari, A. (2013). Pairing learners in pair work activity. *Language Teaching Research*, 17(1), 31–48. <https://doi.org/10.1177/1362168812457530>
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97–114). Oxford University Press.
- Swain, M. (2006). Languaging, agency and collaboration in advanced second language proficiency. In: Byrnes, H., Ed.,. In H. Byrnes (Ed.), *Advanced Language Learning: The Contribution of Halliday and Vygotsky* (pp. 95–108). Continuum.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82, 320–337.
- Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research*, 4, 251–274.
- Swain, M., & Watanabe, Y. (2012). Languaging: Collaborative dialogue as a source of second language learning. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.
<https://doi.org/10.1002/9781405198431.wbeal0664>
- Universität Wien. (2002). *Mitteilungsblatt: Studienpläne für Diplom- und Doktoratsstudium "Philosophie" und für das "Lehramtsstudium" an der Geistes- und Kulturwissenschaftlichen Fakultät* (ausgegeben am 26.06.2002).

- Universität Wien. (2022a). *Teilcurriculum für das Unterrichtsfach Englisch im Rahmen des Bachelorstudiums zur Erlangung eines Lehramts im Bereich der Sekundarstufe (Allgemeinbildung) im Verbund Nord-Ost* (Mitteilungsblatt UG 2002 vom 27.06.2014, 39. Stück, Nummer 203). https://senat.univie.ac.at/fileadmin/user_upload/s_senat/konsolidiert_Lehramt/Teilcurriculum_Englisch_BA_Lehramt.pdf
- Universität Wien. (2022b). *Teilcurriculum für das Unterrichtsfach Englisch im Rahmen des Masterstudiums zur Erlangung eines Lehramts im Bereich der Sekundarstufe (Allgemeinbildung) im Verbund Nord-Ost* (Mitteilungsblatt UG 2002 vom 23.06.2015, 25. Stück, Nr. 147). https://senat.univie.ac.at/fileadmin/user_upload/s_senat/konsolidiert_Lehramt/Teilcurriculum_Englisch_MA_Lehramt.pdf
- Villarreal, I., & Gil-Sarratea, N. (2020). The effect of collaborative writing in an EFL secondary setting. *Language Teaching Research*, 24(6), 874–897. <https://doi.org/10.1177/1362168819829017>
- Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: Collaborative dialogue between adult ESL learners. *Language Teaching Research*, 11(2), 121–142. <https://doi.org/10.1177/136216880607074599>
- Zalbidea, J. (2017). 'One task fits all'? The roles of task complexity, modality, and working memory capacity in L2 performance. *The Modern Language Journal*, 101(2), 335–352. <https://doi.org/10.1111/modl.12389>
- Zheng, Y., Yu, S., Liu, C., & Jiang, L. (2022). Mapping research on second language writing teachers: A review on teacher cognition, practices, and expertise. *System*, 109, 102870. <https://doi.org/10.1016/j.system.2022.102870>
- Zou, D. (2017). Vocabulary acquisition through cloze exercises, sentence-writing and composition-writing: Extending the evaluation component of the involvement load hypothesis. *Language Teaching Research*, 21(1), 54–75. <https://doi.org/10.1177/1362168816652418>

12. Appendix A

Abstract (English)

This Master's thesis investigates (in-class) writing instruction in the Austrian EFL context. Previous research has shown that both L1 and L2 writing is not taught and practiced as regularly in the classroom as other language skills. In the Austrian context, specifically, similar developments have been identified in the L1 and FL instructional setting. This study therefore aims at identifying whether a neglect of (in-class) writing instruction can be observed within the Austrian EFL context as well as potential reasons for this situation. For this purpose, the following research questions are addressed: How is writing taught in the Austrian EFL classroom? What benefits and issues do Austrian EFL (student) teachers associate and/or encounter with (in-class) writing? Are there any differences between Austrian EFL (student) teachers' beliefs and practices when it comes to their teaching background? To answer these questions, (student) teachers' beliefs about and practices of teaching writing (collaboratively) in the classroom were elicited in a questionnaire (N = 215). The acquired data, analysed both quantitatively and qualitatively, provides a clear answer to RQ 1, as it indicates a neglect of in-class writing instruction compared to other skills, as well as a lack of extended writing. By investigating teachers' beliefs about benefits and issues associated with (in-class) writing (RQ 2), some universally mentioned potential causes for this problem were identified: Respondents mentioned the time-consuming nature of writing and the negative washback effect of the standardised school-leaving exam. On top of that, this study has shown that (student) teachers struggle with the illicit use of Artificial Intelligence (AI) in their students' writing as well as their inadequate teacher training. However, differences within the sample were identified when it comes to teaching experience and background for certain aspects of writing instruction, such as time management and the employment of in-class writing (RQ 3). In contrast to the mentioned issues, the findings also indicate that (student) teachers generally appreciate in-class writing, as it enables them to accurately glean the students' writing competences and affords opportunities for collective scaffolding and immediate feedback. Particularly the in-class writing activity of collaborative writing is deemed as beneficial due to it fostering students' creativity, motivation and TL output. This thesis therefore showed that although (in-class) writing instruction may be neglected in the Austrian EFL context due to numerous external factors, (student) teachers generally recognise the language learning potentials of in-class writing instruction.

13. Appendix B

Abstract (German)

In dieser Masterarbeit wird der Englisch-Schreibunterricht in Österreich untersucht. Forscher*innen haben bisher in unterschiedlichen Regionen der Welt festgestellt, dass das Schreiben im Erst- und Zweitsprachenunterricht oft im Vergleich zu den anderen Sprachfertigkeiten vernachlässigt wird. Auch im österreichischen Kontext konnte dies im Erst- und Fremdsprachenunterricht bereits erforscht werden. In dieser Arbeit wird also untersucht, inwiefern dies auf den Englisch-Unterricht in Österreich zutrifft und welche Gründe dahinterliegen könnten. Dabei werden folgende Forschungsfragen beantwortet: Wie wird Schreiben in Englisch in Österreich unterrichtet? Welche Vor- und Nachteile werden durch Lehrer*innen mit dem Schreibunterricht verbunden? Inwiefern unterscheiden sich die Ansichten und Praktiken von unterschiedlichen Lehrpersonen zum Schreibunterricht? Um diese Fragen beantworten zu können, wurden Englisch-Lehramtstudierende (N = 37) und -Lehrer*innen (N = 178) zu ihren Ansichten und Praktiken bezüglich (kollaboratives) Schreiben im Englisch-Unterricht befragt. In Antwort auf die erste Forschungsfrage, zeigen die erhobenen Daten, dass das Schreiben, vor allem längere Formen des Schreibens, im Englisch-Unterricht vernachlässigt wird. Die von den Lehrpersonen genannten Vor- und Nachteile des Schreibunterrichts (Forschungsfrage 2) sind hierbei sehr vielfältig: Das Lehren des Schreibens benötigt viel Zeit und wird von der standardisierten Reifeprüfung in Österreich negativ beeinflusst. Außerdem bedauern Lehrpersonen, dass Schüler*innen unerlaubte Hilfsmittel, vor allem Künstliche Intelligenz, heranziehen und die Lehrausbildung sie nicht genug auf den Schreibunterricht vorbereiten konnte. Hierbei konnten auch Nuancen und unterschiedliche Sichtweisen von Lehrpersonen mit abweichenden Lehrerfahrung und -hintergründen festgestellt werden (Forschungsfrage 3). Die Mehrheit der Lehrpersonen gibt jedoch auch an, dass sie das Schreiben im Englisch-Unterricht wertschätzen, da sie so die Leistungen ihrer Schüler*innen besser beurteilen und die Schüler*innen sofort Feedback sowie Hilfestellung erhalten können. Vor allem kollaboratives Schreiben, eine beliebte Schreibaktivität für den Englisch-Unterricht, wird als hilfreich eingestuft, da dadurch die Motivation, Kreativität und der Sprachgebrauch der Schüler*innen gefördert werden können. Diese Arbeit zeigt also, dass, obwohl der Englisch-Schreibunterricht in Österreich möglicherweise aufgrund von verschiedenen externen Faktoren vernachlässigt wird, sich Englisch-Lehrpersonen und -Lehramtstudierende der Vorteile des Schreibens im Englisch-Unterricht bewusst sind.

14. Appendix C

Overview of in-class writing practices

Table 30: In-class writing practices examined in different studies (Graham et al. 2014, Graham et al. 2021, Pham & Truong 2021)

Evidence-based writing practices investigated by Graham et al. (2014):	Instructional writing activities examined by Graham et al. (2021):	Teachers' writing practices investigated by Pham and Truong (2021):
- study and imitate models of good writing - teach strategies for writing paragraphs - teach sentence combining - summarize material read in writing - set writing goals - students work together to write - complete writing using word processing - students complete prewriting activities - provide written feedback on students' papers - implement a process approach to writing - teach strategies for planning - teach strategies for revising - engage in inquiry/research activities for writing - reinforce positive aspects of students' writing - encourage students to selfassess their writing - teachers assess students' writing performance - use writing assessment data to shape writing instruction - use writing to support content learning - provide direct instruction of basic writing skills (Graham et al., 2014, p. 1020)	Supporting students' writing - using model text - constructing text together - using writing prompts - writing in pairs/groups - writing with computers or apps - dialoguing about text content, purpose, writing process, and spelling in text - using pre-writing activities (i.e. reading and researching) - modelling letter formation, sentence formation, and text organisation Teaching transcription skills - letter-sound relations - handwriting - spelling - punctuation Supporting motivation - publishing writing - display students' writing - read students' writing in class - students read their writing to each other - students share their writing with others beyond the classroom Teaching writing processes - teaching revising - teaching planning - organizing text - sentence construction (Graham et al., 2021, p. 538)	Pre-writing activities - Supplying a model text - Comprehension questions about the model text - Highlighting linguistic features and genre schematic structures - Controlled exercises on linguistic features and genre schematic structures - Brainstorming individually - Brainstorming in pairs/groups (Pham & Truong, 2021, p. 14) While-writing activities - Employing linguistic features and genre schematic structures found in the model text - Outlining - Writing more than one draft - Peer-feedback on first draft - Writing a final draft (considering teacher feedback and peer-feedback) - Teacher provides help (moving around the classroom) (Pham & Truong, 2021, p. 15) Post-writing activities - Providing feedback and assessment in the plenary - Providing feedback and assessment based on different parameters (grammatical accuracy, lexical accuracy, organization and idea development, overall quality) - Asking students to finish their uncompleted text at home - Assigning students a similar text as homework (Pham & Truong, 2021, p. 16)

15. Appendix D

Questionnaire

Seite 01

Schreiben im Englischunterricht in Österreich

Liebe KollegInnen,

ich heiße Marlene Aichwalder und im Zuge meiner Masterarbeit möchte ich den **Schreibunterricht in Englisch in Österreich** untersuchen. Daher sammle ich Einstellungen und Erfahrungen von **Englisch-Lehrpersonen** und **Englisch-Lehramtstudierenden** im folgenden Fragebogen.

Benötigte Zeit: max. 15 Minuten

Zielgruppe: Englisch-LehrerInnen und Englisch-Lehramtstudierende

Bitte beantworten Sie die Fragen aufrichtig, sodass der Erfolg dieser Untersuchung gewährleistet werden kann.

Alle TeilnehmerInnen dieses Fragebogens bleiben **anonym** und die gesammelten Daten werden vertraulich behandelt. Die Ergebnisse werden lediglich in der Masterarbeit in anonymisierter Form veröffentlicht.

Falls Sie weitere Fragen haben oder sich von der Studie zurückziehen wollen, kontaktieren Sie mich bitte unter a01636387@unet.univie.ac.at (E-Mail).

Wenn Sie "Weiter" klicken, bestätigen Sie, dass Sie über diese Studie informiert wurden und freiwillig daran teilnehmen.

Seite 02

Grundliegende Informationen

1. Unterrichten Sie derzeit an einer Schule? Wenn ja, dann wählen Sie bitte den zutreffenden Schultyp aus.

- ☐ Nein, ich studiere Englisch auf Lehramt.
- ☐ MS
- ☐ AHS Unterstufe
- ☐ AHS Oberstufe
- ☐ AHS Unter- und Oberstufe
- ☐ Polytechnische Schule
- ☐ HTL
- ☐ HAK
- ☐ HUM
- ☐ BMHS (andere)
- ☐ Sonstiges:

2 aktive(r) Filter

Filter A201/F1

Wenn eine der folgenden Antwortoption(en) ausgewählt wurde: 1

Dann Seite(n) **jump1, jump2, jump3** des Fragebogens ausblenden

Filter A201/F2

Wenn eine der folgenden Antwortoption(en) ausgewählt wurde: **8, 9, 10, 11, 13, 14, 15, 16, 17, 18**

Dann Seite(n) **jump4, jump5** des Fragebogens ausblenden

2. Wie viele Jahre Unterrichtserfahrung haben Sie?

- ☐ <1, studiere Englisch auf Lehramt
- ☐ 1-5
- ☐ 6-10
- ☐ 10+

3. Wo absolvieren bzw. absolvierten Sie Ihre Lehramt-Ausbildung?

- ☐ Verbund Nord-Ost (NÖ, Wien)
- ☐ Verbund Mitte (Salzburg, OÖ)
- ☐ Verbund Süd-Ost (Burgenland, Kärnten, Steiermark)
- ☐ Verbund West (Tirol, Vorarlberg)
- ☐ Universität Wien
- ☐ PH Wien
- ☐ KPH Wien/Krems
- ☐ PH NÖ
- ☐ PH Burgenland
- ☐ Universität Linz
- ☐ Universität Graz
- ☐ Universität Salzburg
- ☐ Universität Klagenfurt
- ☐ Universität Innsbruck
- ☐ Sonstiges:

Generelle Einstellungen zum Schreibunterricht

4. Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen.				
	stimme überhaupt			
	nicht zu	stimme nicht zu	stimme zu	stimme voll zu
Es ist wichtig, dass SchülerInnen der Unterstufe verschiedene Textsorten auf Englisch schreiben können.	☐	☐	☐	☐
Es ist wichtig, dass SchülerInnen der Oberstufe verschiedene Textsorten auf Englisch schreiben können.	☐	☐	☐	☐
Es ist wichtig, dass SchülerInnen korrekte Texte auf Englisch schreiben können.	☐	☐	☐	☐
Es ist wichtig, dass SchülerInnen einen flüssigen Schreibstil in Englisch entwickeln.	☐	☐	☐	☐
SchülerInnen empfinden das Verfassen von Texten auf Englisch als schwierig bzw. herausfordernd.	☐	☐	☐	☐
Beim Schreiben von Texten auf Englisch festigen SchülerInnen ihren Wortschatz.	☐	☐	☐	☐
Beim Schreiben von Texten auf Englisch wenden SchülerInnen Grammatik an und üben diese.	☐	☐	☐	☐
Beim Schreiben von Texten auf Englisch eignen sich SchülerInnen Inhalte an.	☐	☐	☐	☐

5. Wie viel Bedeutung haben die folgenden Sprachfertigkeiten im Vergleich zur Fähigkeit Schreiben in Ihren Augen?			
	weniger Bedeutung	gleich viel Bedeutung	mehr Bedeutung
Hören hat...	☐	☐	☐
Lesen hat...	☐	☐	☐
Sprechen hat...	☐	☐	☐

6. Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen.

	stimme überhaupt nicht zu	stimme nicht zu	stimme zu	stimme voll zu
Die Fähigkeit des Schreibens auf Englisch weiterzuentwickeln, ist in der Unterstufe wichtiger als in der Oberstufe.	☐	☐	☐	☐
Die Fähigkeit des Schreibens auf Englisch weiterzuentwickeln, ist in der Oberstufe wichtiger als in der Unterstufe.	☐	☐	☐	☐
Die Fähigkeit des Schreibens auf Englisch weiterzuentwickeln, ist in allen Schulstufen von Bedeutung.	☐	☐	☐	☐

Seite 04

Einstellungen zum Schreiben im Englischunterricht

7. Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen.

	stimme überhaupt nicht zu	stimme nicht zu	stimme zu	stimme voll zu
SchülerInnen sollten Englischtexte vor allem im Unterricht schreiben.	☐	☐	☐	☐
SchülerInnen sollten Englischtexte vor allem als Hausaufgabe verfassen.	☐	☐	☐	☐

8. Bitte geben Sie an, inwieweit Sie den folgenden potenziellen Schwierigkeiten beim Schreiben im Englischunterricht zustimmen.

	stimme überhaupt nicht zu	stimme nicht zu	stimme zu	stimme voll zu
Das Verfassen von Texten im Englischunterricht ist zeitaufwändig.	☐	☐	☐	☐
Das Korrigieren von Englischtexten ist zeitaufwändig.	☐	☐	☐	☐
Ideen und Aufgaben für den Englisch-Schreibunterricht zu finden, ist zeitaufwändig.	☐	☐	☐	☐
Den SchülerInnen fehlt die Motivation zum Schreiben auf Englisch.	☐	☐	☐	☐
Den SchülerInnen fehlen authentische Gründe zum Schreiben auf Englisch.	☐	☐	☐	☐
Den SchülerInnen fehlen Sprachkenntnisse in ihrer Erstsprache zum Schreiben auf Englisch.	☐	☐	☐	☐
Den SchülerInnen fehlen Sprachkenntnisse in Englisch zum Schreiben auf Englisch.	☐	☐	☐	☐
Mir fehlt die notwendige Ausbildung dazu, wie man Schreiben im Englischunterricht üben/unterrichten kann.	☐	☐	☐	☐
Mir fehlt Wissen darüber, wie man Schreiben im Englischunterricht üben/unterrichten kann.	☐	☐	☐	☐
Mir fehlen Erfahrungen, wie man Schreiben im Englischunterricht üben/unterrichten kann.	☐	☐	☐	☐

9. Welche anderen Schwierigkeiten assoziieren Sie mit/erleben Sie im Zusammenhang mit Schreiben im Englischunterricht?

10. Bitte geben Sie an, inwieweit Sie den folgenden potenziellen Vorteilen des Schreibens im Englischunterricht zustimmen.

	stimme überhaupt nicht zu	stimme nicht zu	stimme zu	stimme voll zu
Die Lehrperson kann die SchülerInnen gezielt beim Schreiben unterstützen und somit wird der Schreiberfolg besser gewährleistet.	☐	☐	☐	☐
Die Lehrperson kann sicherstellen, dass die SchülerInnen alle Phasen des Schreibprozesses durchlaufen (Ideensammlung, Schreiben, Überarbeiten).	☐	☐	☐	☐
Die Lehrperson kann die SchülerInnen beim Schreiben beobachten (inkl. Hilfsmittel, die sie verwenden).	☐	☐	☐	☐
Die SchülerInnen können beim Schreiben in Paaren/Gruppen arbeiten („collaborative writing“).	☐	☐	☐	☐
Die SchülerInnen können sich nach dem Schreiben gegenseitig beurteilen („peer feedback“).	☐	☐	☐	☐

11. Welche anderen Vorteile assoziieren Sie mit/erleben Sie im Zusammenhang mit Schreiben im Englischunterricht?

Schreiben im Englischunterricht

12. Wie oft unterrichten/thematisieren Sie die Fähigkeit des Schreibens im Englischunterricht (Beispieltexte lesen und besprechen, Schreibstrategien üben etc.) durchschnittlich?

- ☐ (fast) jede Unterrichtseinheit
- ☐ einmal in der Woche
- ☐ 1-2 mal im Monat
- ☐ 1-2 mal im Semester
- ☐ 1-2 mal im Jahr
- ☐ (fast) nie

13. Wie oft lassen Sie Ihre SchülerInnen der Unterstufe im Englischunterricht zusammenhängende Texte mit mehreren Absätzen schreiben?

- ☐ Nicht zutreffend, da ich nicht in der Unterstufe unterrichte.
- ☐ (fast) jede Unterrichtseinheit
- ☐ einmal in der Woche
- ☐ 1-2 mal im Monat
- ☐ 1-2 mal im Semester
- ☐ 1-2 mal im Jahr
- ☐ (fast) nie

14. Wie oft lassen Sie Ihre SchülerInnen der Oberstufe im Englischunterricht zusammenhängende Texte mit mehreren Absätzen schreiben?

- ☐ Nicht zutreffend, da ich nicht in der Oberstufe unterrichte.
- ☐ (fast) jede Unterrichtseinheit
- ☐ einmal in der Woche
- ☐ 1-2 mal im Monat
- ☐ 1-2 mal im Semester
- ☐ 1-2 mal im Jahr
- ☐ (fast) nie

15. Bitte geben Sie an, wie oft Sie die folgenden Schreibaktivitäten im Englischunterricht anwenden.

	(fast) nie	1-2 mal im Jahr	1-2 mal im Semester	1-2 mal im Monat	einmal in der Woche	(fast) jede Unterrichtseinheit
Schreibstrategien und -prozesse üben (Planen, Gliedern, Überarbeiten etc.)	☐	☐	☐	☐	☐	☐
Unterrichtsgespräch über verschiedene Textarten (Zweck, Eigenschaften, Layout etc.)	☐	☐	☐	☐	☐	☐
Beispieltexte analysieren und besprechen	☐	☐	☐	☐	☐	☐
SchülerInnen sammeln Ideen vorm Schreiben (alleine oder kollaborativ, „brainstorming“)	☐	☐	☐	☐	☐	☐
Gemeinsam im Plenum Texte verfassen	☐	☐	☐	☐	☐	☐
Kollaboratives Schreiben (SchülerInnen schreiben Texte in Paaren/Gruppen)	☐	☐	☐	☐	☐	☐
Texte der SchülerInnen im Plenum lesen bzw. besprechen	☐	☐	☐	☐	☐	☐
SchülerInnen gegenseitig Feedback geben lassen („peer feedback“)	☐	☐	☐	☐	☐	☐

Vorbereitung zum Unterrichten von Schreiben auf Englisch

16. Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen.

	stimme überhaupt nicht zu	stimme nicht zu	stimme zu	stimme voll zu
Es ist für mich schwierig, Schreiben im Englischunterricht zu unterrichten.	☐	☐	☐	☐
Mir gefällt es, Schreiben im Englischunterricht zu unterrichten.	☐	☐	☐	☐
Ich habe viele methodische Ideen zum Unterrichten von Schreiben in Englisch.	☐	☐	☐	☐

17. Denken Sie, dass Sie in Ihrer Ausbildung gut auf das Unterrichten von Schreiben auf Englisch vorbereitet wurden?

- ☐ Ja
- ☐ Nein

18. Falls ja, was hat Ihnen besonders geholfen?

Falls nein, was hat Ihnen gefehlt?

19. Denken Sie, dass das Unterrichten von Schreiben im Englisch-Lehramtstudium vermehrt thematisiert werden sollte?

- ☐ Ja
- ☐ Nein

Kollaboratives Schreiben

20. Haben Sie schon von der Methode des kollaborativen Schreibens gehört, bei der SchülerInnen in Paaren oder Gruppen einen Text verfassen?

- ☐ Ja
- ☐ Nein

21. Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen.

	stimme überhaupt nicht zu	stimme nicht zu	stimme zu	stimme voll zu
SchülerInnen profitieren davon, einen Text kollaborativ verfassen zu können.	☐	☐	☐	☐
Durch den Austausch beim kollaborativen Schreiben, können sich SchülerInnen gegenseitig unterstützen.	☐	☐	☐	☐
Durch den Austausch beim kollaborativen Schreiben, können SchülerInnen voneinander lernen und ihre individuellen Sprachkenntnisse erweitern.	☐	☐	☐	☐
Beim kollaborativen Schreiben mache ich mir Sorgen um die Gruppendynamik der SchülerInnen.	☐	☐	☐	☐

Beim kollaborativen Schreiben mache ich mir Sorgen, dass die SchülerInnen sich vor allem in ihrer Erstsprache austauschen.	☐	☐	☐	☐
Beim kollaborativem Schreiben mache ich mir Sorgen, dass nur ein/e Schüler/in wirklich zum Text beiträgt.	☐	☐	☐	☐
Beim kollaborativen Schreiben kann ich den individuellen Lernfortschritt der SchülerInnen nicht beurteilen.	☐	☐	☐	☐
Beim kollaborativen Schreiben kann ich die individuellen Bedürfnisse und Probleme der SchülerInnen nicht beurteilen.	☐	☐	☐	☐
Kollaboratives Schreiben funktioniert bei SchülerInnen besser, die über eine höhere Sprachkompetenz verfügen (z.Bsp. Oberstufenklassen).	☐	☐	☐	☐

22. Haben Sie im Englischunterricht bereits kollaboratives Schreiben (Schreiben eines Textes in Paaren/Gruppen) angewandt?

- ☐ Ja
- ☐ Nein

23. Falls ja, was waren Ihre Gründe dafür?

Falls nein, was waren Ihre Gründe dagegen?

Seite 08

jump4

Englisch-Schreibunterricht im Studium

24. Haben Sie in einem Englisch-Praktikum die Fähigkeit des Schreibens unterrichtet/thematisiert (Beispieltexte lesen und besprechen, Schreibstrategien üben etc.)?

- ☐ Ja
- ☐ Nein

25. Haben Sie in einem Englisch-Praktikum die SchülerInnen Texte verfassen lassen (mehrere Absätze)?

- ☐ Ja
- ☐ Nein

26. Welche der folgenden Schreibaktivitäten haben Sie in einem Englisch-Praktikum angewandt?

- ☐ Schreibstrategien und -prozesse üben (Planen, Gliedern, Überarbeiten etc.)
- ☐ Unterrichtsgespräch über verschiedene Textarten (Zweck, Eigenschaften, Layout etc.)
- ☐ Gute Beispieltexte analysieren und besprechen
- ☐ SchülerInnen sammeln Ideen vorm Schreiben (alleine oder kollaborativ, „brainstorming“)
- ☐ Gemeinsam im Plenum Texte verfassen
- ☐ Kollaboratives Schreiben (SchülerInnen schreiben Texte in Paaren/Gruppen)
- ☐ Texte der SchülerInnen im Plenum lesen bzw. besprechen
- ☐ SchülerInnen gegenseitig Feedback geben lassen („peer feedback“)
- ☐ Keine der genannten Aktivitäten
- ☐ Sonstiges:

27. Denken Sie, dass Ihr Studium Sie gut auf das Unterrichten von Schreiben auf Englisch vorbereitet?

- ☐ Ja
- ☐ Nein

28. Falls ja, was ist/war besonders hilfreich?

Falls nein, was hat Ihnen gefehlt?

29. Denken Sie, dass das Unterrichten von Schreiben im Englisch-Lehramtstudium vermehrt thematisiert werden sollte?

- ☐ Ja
☐ Nein

Seite 09

jump5

Kollaboratives Schreiben

30. Haben Sie schon von der Methode des kollaborativen Schreibens gehört, bei der SchülerInnen in Paaren oder Gruppen einen Text verfassen?

- ☐ Ja
☐ Nein

31. Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen.

	stimme überhaupt nicht				stimme voll zu
	zu	stimme nicht zu	stimme zu		
SchülerInnen profitieren davon, einen Text kollaborativ schreiben zu können.	☐	☐	☐		☐
Durch den Austausch beim kollaborativen Schreiben, können sich SchülerInnen gegenseitig unterstützen.	☐	☐	☐		☐
Durch den Austausch beim kollaborativen Schreiben, können SchülerInnen voneinander lernen und ihre individuellen Sprachkenntnisse erweitern.	☐	☐	☐		☐

Beim kollaborativen Schreiben mache ich mir Sorgen um die Gruppendynamik der SchülerInnen.	☐	☐	☐	☐
Beim kollaborativen Schreiben mache ich mir Sorgen, dass die SchülerInnen sich vor allem in ihrer Erstsprache austauschen.	☐	☐	☐	☐
Beim kollaborativen Schreiben mache ich mir Sorgen, dass nur ein/e Schüler/in wirklich zum Text beiträgt.	☐	☐	☐	☐
Beim kollaborativen Schreiben kann ich den individuellen Lernfortschritt der SchülerInnen nicht beurteilen.	☐	☐	☐	☐
Beim kollaborativen Schreiben kann ich die individuellen Bedürfnisse und Probleme der SchülerInnen nicht beurteilen.	☐	☐	☐	☐
Kollaboratives Schreiben funktioniert bei SchülerInnen besser, die über eine höhere Sprachkompetenz verfügen (z.Bsp. Oberstufenklassen).	☐	☐	☐	☐

32. Haben Sie in einem Englisch-Praktikum bereits kollaboratives Schreiben angewandt?

- ☐ Ja
☐ Nein

33. Falls ja, was waren Ihre Gründe dafür?

Falls nein, was waren Ihre Gründe dagegen?

Seite 10

Fast geschafft...

34. Möchten Sie mir noch irgendetwas in Bezug auf Schreiben im Englischunterricht mitteilen?

Letzte Seite

Danke, dass Sie Ihre wertvollen Einsichten mit mir geteilt haben!



Ihre Antworten wurden gespeichert, Sie können das Browser-Fenster nun schließen.

Möchten Sie in Zukunft an interessanten und spannenden Online-Befragungen teilnehmen?

Wir würden uns sehr freuen, wenn Sie Ihre E-Mail-Adresse für das SoSci Panel anmelden und damit wissenschaftliche Forschungsprojekte unterstützen.

E-Mail:

Am Panel teilnehmen

Die Teilnahme am SoSci Panel ist freiwillig, unverbindlich und kann jederzeit widerrufen werden. Das SoSci Panel speichert Ihre E-Mail-Adresse nicht ohne Ihr Einverständnis, sendet Ihnen keine Werbung und gibt Ihre E-Mail-Adresse nicht an Dritte weiter.

Sie können das Browserfenster selbstverständlich auch schließen, ohne am SoSci Panel teilzunehmen.

16. Appendix E

Codebook for questionnaire

Variablen-Übersicht

Fragebogen-Interne Daten

Im Datensatz finden Sie neben Ihren Fragen folgende zusätzliche Variablen, sofern Sie die entsprechende Option beim Herunterladen des Datensatzes nicht deaktivieren.

CASE Fortlaufende Nummer der Versuchsperson

REF Referenz, falls solch eine im Link zum Fragebogen übergeben wurde

LASTPAGE Nummer der Seite im Fragebogen, die zuletzt bearbeitet und abgeschickt wurde

QUESTNNR Kennung des Fragebogens, der bearbeitet wurde

MODE Information, ob der Fragebogen im Pretest oder durch einen Projektmitarbeiter gestartet wurde

STARTED Zeitpunkt, zu dem der Teilnehmer den Fragebogen aufgerufen hat

FINISHED Information, ob der Fragebogen bis zur letzten Seite ausgefüllt wurde

TIME_001... Zeit, die ein Teilnehmer auf einer Fragebogen-Seite verbracht hat

Bitte beachten Sie, dass Sie die Fragebogen-internen Variablen nicht mit der Funktion `value()` auslesen können. Für Interview-Nummer und Referenz stehen aber die PHP-Funktionen  PHP-Funktion `caseNumber()` und  PHP-Funktion `reference()` zur Verfügung.

Details über die zusätzlichen Variablen stehen in der Anleitung:  Zusätzliche Variablen in der Datenausgabe

Rubrik A1: Einleitung

Rubrik A2: Grundliegende Informationen

[A201] Auswahl

Schultyp

"Unterrichten Sie derzeit an einer Schule? Wenn ja, dann wählen Sie bitte den zutreffenden Schultyp aus."

A201 Schultyp

- 1 = Nein, ich studiere Englisch auf Lehramt.
- 8 = MS
- 9 = AHS Unterstufe
- 10 = AHS Oberstufe
- 11 = AHS Unter- und Oberstufe
- 14 = Polytechnische Schule
- 15 = HTL
- 16 = HAK
- 17 = HUM
- 18 = BMHS (andere)
- 13 = Sonstiges:
- 9 = nicht beantwortet

A201_13 Sonstiges

Offene Texteingabe

[A202] Auswahl

Unterrichtserfahrung

"Wie viele Jahre Unterrichtserfahrung haben Sie?"

A202 Unterrichtserfahrung

- 1 = <1, studiere Englisch auf Lehramt
- 2 = 1-5
- 3 = 6-10
- 4 = 10+
- 9 = nicht beantwortet

[A203] Auswahl
Ausbildungsort
"Wo absolvieren bzw. absolvierten Sie Ihre Lehramt-Ausbildung?"

A203 Ausbildungsort

- 12 = Verbund Nord-Ost (NÖ, Wien)
- 13 = Verbund Mitte (Salzburg, OÖ)
- 14 = Verbund Süd-Ost (Burgenland, Kärnten, Steiermark)
- 15 = Verbund West (Tirol, Vorarlberg)
- 1 = Universität Wien
- 8 = PH Wien
- 9 = KPH Wien/Krems
- 10 = PH NÖ
- 11 = PH Burgenland
- 2 = Universität Linz
- 3 = Universität Graz
- 4 = Universität Salzburg
- 5 = Universität Klagenfurt
- 6 = Universität Innsbruck
- 7 = Sonstiges:
- 9 = nicht beantwortet

A203_07 Sonstiges
Offene Texteingabe

Rubrik A3: Generelle Einstellungen zum Schreibunterricht

[A301] Skala (Zwischenwerte beschriftet)
Allgemeines zum Schreiben
"Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen."

- A301_01** Es ist wichtig, dass SchülerInnen der Unterstufe verschiedene Textsorten auf Englisch schreiben können.
- A301_06** Es ist wichtig, dass SchülerInnen der Oberstufe verschiedene Textsorten auf Englisch schreiben können.
- A301_07** Es ist wichtig, dass SchülerInnen korrekte Texte auf Englisch schreiben können.
- A301_08** Es ist wichtig, dass SchülerInnen einen flüssigen Schreibstil in Englisch entwickeln.
- A301_02** SchülerInnen empfinden das Verfassen von Texten auf Englisch als schwierig bzw. herausfordernd.
- A301_03** Beim Schreiben von Texten auf Englisch festigen SchülerInnen ihren Wortschatz.
- A301_04** Beim Schreiben von Texten auf Englisch wenden SchülerInnen Grammatik an und üben diese.
- A301_05** Beim Schreiben von Texten auf Englisch eignen sich SchülerInnen Inhalte an.
 - 1 = stimme überhaupt nicht zu
 - 2 = stimme nicht zu
 - 3 = stimme zu
 - 4 = stimme voll zu
 - 9 = nicht beantwortet

[A302] Skala (Zwischenwerte beschriftet)
Bedeutung von Schreiben
"Wie viel Bedeutung haben die folgenden Sprachfertigkeiten im Vergleich zur Fähigkeit Schreiben in Ihren Augen?"

- A302_01** Hören hat...
- A302_02** Lesen hat...
- A302_03** Sprechen hat...
 - 1 = weniger Bedeutung
 - 2 = gleich viel Bedeutung
 - 3 = mehr Bedeutung
 - 9 = nicht beantwortet

[A303] Skala (Zwischenwerte beschriftet) Schreiben in Schulstufen "Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen."
A303_01 Die Fähigkeit des Schreibens auf Englisch weiterzuentwickeln, ist in der Unterstufe wichtiger als in der Oberstufe. A303_02 Die Fähigkeit des Schreibens auf Englisch weiterzuentwickeln, ist in der Oberstufe wichtiger als in der Unterstufe. A303_03 Die Fähigkeit des Schreibens auf Englisch weiterzuentwickeln, ist in allen Schulstufen von Bedeutung. 1 = stimme überhaupt nicht zu 2 = stimme nicht zu 3 = stimme zu 4 = stimme voll zu -9 = nicht beantwortet

Rubrik A4: Einstellungen zum Schreiben im Englischunterricht

[A401] Skala (Zwischenwerte beschriftet) Allgemeines zum Schreiben im Unterricht "Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen."
A401_01 SchülerInnen sollten Englischtexte vor allem im Unterricht schreiben. A401_02 SchülerInnen sollten Englischtexte vor allem als Hausaufgabe verfassen. 1 = stimme überhaupt nicht zu 2 = stimme nicht zu 3 = stimme zu 4 = stimme voll zu -9 = nicht beantwortet

[A402] Skala (Zwischenwerte beschriftet) Schwierigkeiten "Bitte geben Sie an, inwieweit Sie den folgenden potenziellen Schwierigkeiten beim Schreiben im Englischunter..."
A402_01 Das Verfassen von Texten im Englischunterricht ist zeitaufwändig. A402_02 Das Korrigieren von Englischtexten ist zeitaufwändig. A402_03 Ideen und Aufgaben für den Englisch-Schreibunterricht zu finden, ist zeitaufwändig. A402_04 Den SchülerInnen fehlt die Motivation zum Schreiben auf Englisch. A402_05 Den SchülerInnen fehlen authentische Gründe zum Schreiben auf Englisch. A402_06 Den SchülerInnen fehlen Sprachkenntnisse in ihrer Erstsprache zum Schreiben auf Englisch. A402_07 Den SchülerInnen fehlen Sprachkenntnisse in Englisch zum Schreiben auf Englisch. A402_08 Mir fehlt die notwendige Ausbildung dazu, wie man Schreiben im Englischunterricht üben/unterrichten kann. A402_09 Mir fehlt Wissen darüber, wie man Schreiben im Englischunterricht üben/unterrichten kann. A402_10 Mir fehlen Erfahrungen, wie man Schreiben im Englischunterricht üben/unterrichten kann. 1 = stimme überhaupt nicht zu 2 = stimme nicht zu 3 = stimme zu 4 = stimme voll zu -9 = nicht beantwortet

[A405] Texteingabe offen Schwierigkeiten Erläuterung "Welche anderen Schwierigkeiten assoziieren Sie mit/erleben Sie im Zusammenhang mit Schreiben im Englischunter..."
A405_01 [01] Offene Texteingabe

[A403] Skala (Zwischenwerte beschriftet) Vorteile "Bitte geben Sie an, inwieweit Sie den folgenden potenziellen Vorteilen des Schreibens im Englischunterricht ..."
A403_01 Die Lehrperson kann die SchülerInnen gezielt beim Schreiben unterstützen und somit wird der Schreiberfolg besser gewährleistet. A403_02 Die Lehrperson kann sicherstellen, dass die SchülerInnen alle Phasen des Schreibprozesses durchlaufen (Ideensammlung, Schreiben, Überarbeiten). A403_03 Die Lehrperson kann die SchülerInnen beim Schreiben beobachten (inkl. Hilfsmittel, die sie verwenden). A403_05 Die SchülerInnen können beim Schreiben in Paaren/Gruppen arbeiten ("collaborative writing"). A403_06 Die SchülerInnen können sich nach dem Schreiben gegenseitig beurteilen ("peer feedback"). 1 = stimme überhaupt nicht zu 2 = stimme nicht zu 3 = stimme zu 4 = stimme voll zu -9 = nicht beantwortet

[A406] Texteingabe offen Vorteile Erläuterung "Welche anderen Vorteile assoziieren Sie mit/erleben Sie im Zusammenhang mit Schreiben im Englischunterricht?"
A406_01 [01] Offene Texteingabe

Rubrik A5: Schreiben im Englischunterricht

[A501] Auswahl Unterrichten von Schreiben LuL "Wie oft unterrichten/thematisieren Sie die Fähigkeit des Schreibens im Englischunterricht (Beispieltexte les...)"
A501 Unterrichten von Schreiben LuL 1 = (fast) jede Unterrichtseinheit 2 = einmal in der Woche 3 = 1-2 mal im Monat 4 = 1-2 mal im Semester 5 = 1-2 mal im Jahr 6 = (fast) nie -9 = nicht beantwortet

[A502] Auswahl Texte Unterstufe LuL "Wie oft lassen Sie Ihre SchülerInnen der Unterstufe im Englischunterricht zusammenhängende Texte mit mehrere..."
A502 Texte Unterstufe LuL 7 = Nicht zutreffend, da ich nicht in der Unterstufe unterrichte. 1 = (fast) jede Unterrichtseinheit 2 = einmal in der Woche 3 = 1-2 mal im Monat 4 = 1-2 mal im Semester 5 = 1-2 mal im Jahr 6 = (fast) nie -9 = nicht beantwortet

[A507] Auswahl Texte Oberstufe LuL "Wie oft lassen Sie Ihre SchülerInnen der Oberstufe im Englischunterricht zusammenhängende Texte mit mehreren..."
A507 Texte Oberstufe LuL 1 = Nicht zutreffend, da ich nicht in der Oberstufe unterrichte. 2 = (fast) jede Unterrichtseinheit 3 = einmal in der Woche 4 = 1-2 mal im Monat 5 = 1-2 mal im Semester 6 = 1-2 mal im Jahr 7 = (fast) nie -9 = nicht beantwortet

[A503] Skala (Zwischenwerte beschriftet) Schreibaktivitäten LuL "Bitte geben Sie an, wie oft Sie die folgenden Schreibaktivitäten im Englischunterricht anwenden."
A503_01 Schreibstrategien und -prozesse üben (Planen, Gliedern, Überarbeiten etc.) A503_02 Unterrichtsgespräch über verschiedene Textarten (Zweck, Eigenschaften, Layout etc.) A503_03 Beispieltex te analysieren und besprechen A503_04 SchülerInnen sammeln Ideen vorm Schreiben (alleine oder kollaborativ, "brainstorming") A503_05 Gemeinsam im Plenum Texte verfassen A503_06 Kollaboratives Schreiben (SchülerInnen schreiben Texte in Paaren/Gruppen) A503_07 Texte der SchülerInnen im Plenum lesen bzw. besprechen A503_08 SchülerInnen gegenseitig Feedback geben lassen ("peer feedback") 1 = (fast) nie 2 = 1-2 mal im Jahr 3 = 1-2 mal im Semester 4 = 1-2 mal im Monat 5 = einmal in der Woche 6 = (fast) jede Unterrichtseinheit -9 = nicht beantwortet

Rubrik A6: Vorbereitung zum Unterrichten von Schreiben auf Englisch

[A601] Skala (Zwischenwerte beschriftet) Vorbereitung Allgemeines LuL "Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen."
A601_01 Es ist für mich schwierig, Schreiben im Englischunterricht zu unterrichten. A601_02 Mir gefällt es, Schreiben im Englischunterricht zu unterrichten. A601_03 Ich habe viele methodische Ideen zum Unterrichten von Schreiben in Englisch. 1 = stimme überhaupt nicht zu 2 = stimme nicht zu 3 = stimme zu 4 = stimme voll zu -9 = nicht beantwortet

[A602] Auswahl Ausbildung Meinung LuL "Denken Sie, dass Sie in Ihrer Ausbildung gut auf das Unterrichten von Schreiben auf Englisch vorbereitet wur..."
A602 Ausbildung Meinung LuL 1 = Ja 2 = Nein -9 = nicht beantwortet

[A603] Texteingabe offen Ausbildung Erläuterung LuL "Falls ja, was hat Ihnen besonders geholfen? Falls nein, was hat Ihnen gefehlt?"
A603_01 [01] Offene Texteingabe

[A604] Auswahl Schreiben im Studium LuL "Denken Sie, dass das Unterrichten von Schreiben im Englisch-Lehramtstudium vermehrt thematisiert werden sollte?"
A604 Schreiben im Studium LuL 1 = Ja 2 = Nein -9 = nicht beantwortet

Rubrik A7: Kollaboratives Schreiben LuL

[A701] Auswahl Bewusstsein KS LuL "Haben Sie schon von der Methode des kollaborativen Schreibens gehört, bei der SchülerInnen in Paaren oder Gr..."
A701 Bewusstsein KS LuL 1 = Ja 2 = Nein -9 = nicht beantwortet

[A703] Skala (Zwischenwerte beschriftet) KS Allgemeines LuL "Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen."
A703_01 SchülerInnen profitieren davon, einen Text kollaborativ verfassen zu können. A703_02 Durch den Austausch beim kollaborativen Schreiben, können sich SchülerInnen gegenseitig unterstützen. A703_03 Durch den Austausch beim kollaborativen Schreiben, können SchülerInnen voneinander lernen und ihre individuellen Sprachkenntnisse erweitern. A703_04 Beim kollaborativen Schreiben mache ich mir Sorgen um die Gruppendynamik der SchülerInnen. A703_05 Beim kollaborativen Schreiben mache ich mir Sorgen, dass die SchülerInnen sich vor allem in ihrer Erstsprache austauschen. A703_07 Beim kollaborativem Schreiben mache ich mir Sorgen, dass nur ein/e Schüler/in wirklich zum Text beiträgt. A703_08 Beim kollaborativen Schreiben kann ich den individuellen Lernfortschritt der SchülerInnen nicht beurteilen. A703_09 Beim kollaborativen Schreiben kann ich die individuellen Bedürfnisse und Probleme der SchülerInnen nicht beurteilen. A703_06 Kollaboratives Schreiben funktioniert bei SchülerInnen besser, die über eine höhere Sprachkompetenz verfügen (z.Bsp. Oberstufenklassen). 1 = stimme überhaupt nicht zu 2 = stimme nicht zu 3 = stimme zu 4 = stimme voll zu -9 = nicht beantwortet

[A704] Auswahl Anwendung KS LuL "Haben Sie im Englischunterricht bereits kollaboratives Schreiben (Schreiben eines Textes in Paaren/Gruppen) ..."
A704 Anwendung KS LuL 1 = Ja 2 = Nein -9 = nicht beantwortet

[A705] Texteingabe offen Anwendung KS Erläuterung LuL "Falls ja, was waren Ihre Gründe dafür? Falls nein, was waren Ihre Gründe dagegen?"
A705_01 [01] Offene Texteingabe

Rubrik A8: Englisch-Schreibunterricht im Studium

[A801] Auswahl Unterrichten von Schreiben S "Haben Sie in einem Englisch-Praktikum die Fähigkeit des Schreibens unterrichtet/thematisiert (Beispieltexte ...)"
A801 Unterrichten von Schreiben S 1 = Ja 2 = Nein -9 = nicht beantwortet

[A802] Auswahl Schreiben in Praktikum S "Haben Sie in einem Englisch-Praktikum die SchülerInnen Texte verfassen lassen (mehrere Absätze)?"
A802 Schreiben in Praktikum S 1 = Ja 2 = Nein -9 = nicht beantwortet
[A803] Mehrfachauswahl Schreibaktivitäten S "Welche der folgenden Schreibaktivitäten haben Sie in einem Englisch-Praktikum angewandt?"
A803 Schreibaktivitäten S: Ausweichoption (negativ) oder Anzahl ausgewählter Optionen Ganze Zahl A803_01 Schreibstrategien und -prozesse üben (Planen, Gliedern, Überarbeiten etc.) A803_02 Unterrichtsgespräch über verschiedene Textarten (Zweck, Eigenschaften, Layout etc.) A803_03 Gute Beispieltex te analysieren und besprechen A803_04 SchülerInnen sammeln Ideen vorm Schreiben (alleine oder kollaborativ, "brainstorming") A803_05 Gemeinsam im Plenum Texte verfassen A803_06 Kollaboratives Schreiben (SchülerInnen schreiben Texte in Paaren/Gruppen) A803_07 Texte der SchülerInnen im Plenum lesen bzw. besprechen A803_08 SchülerInnen gegenseitig Feedback geben lassen ("peer feedback") A803_09 Keine der genannten Aktivitäten A803_10 Sonstiges 1 = nicht gewählt 2 = ausgewählt A803_10a Sonstiges (offene Eingabe) Offene Texteingabe
[A804] Auswahl Ausbildung Meinung S "Denken Sie, dass Ihr Studium Sie gut auf das Unterrichten von Schreiben auf Englisch vorbereitet?"
A804 Ausbildung Meinung S 1 = Ja 2 = Nein -9 = nicht beantwortet
[A805] Texteingabe offen Ausbildung Erläuterung S "Falls ja, was ist/war besonders hilfreich? Falls nein, was hat Ihnen gefehlt?"
A805_01 [01] Offene Texteingabe
[A806] Auswahl Schreiben im Studium S "Denken Sie, dass das Unterrichten von Schreiben im Englisch-Lehramtstudium vermehrt thematisiert werden sollte?"
A806 Schreiben im Studium S 1 = Ja 2 = Nein -9 = nicht beantwortet

Rubrik A9: Kollaboratives Schreiben S

[A901] Auswahl Bewusstsein KS S "Haben Sie schon von der Methode des kollaborativen Schreibens gehört, bei der SchülerInnen in Paaren oder Gr..."
A901 Bewusstsein KS S 1 = Ja 2 = Nein -9 = nicht beantwortet

[A903] Skala (Zwischenwerte beschriftet) KS Allgemeines S "Bitte geben Sie an, inwieweit Sie den folgenden Aussagen zustimmen."
A903_01 SchülerInnen profitieren davon, einen Text kollaborativ schreiben zu können. A903_02 Durch den Austausch beim kollaborativen Schreiben, können sich SchülerInnen gegenseitig unterstützen. A903_03 Durch den Austausch beim kollaborativen Schreiben, können SchülerInnen voneinander lernen und ihre individuellen Sprachkenntnisse erweitern. A903_04 Beim kollaborativen Schreiben mache ich mir Sorgen um die Gruppendynamik der SchülerInnen. A903_05 Beim kollaborativen Schreiben mache ich mir Sorgen, dass die SchülerInnen sich vor allem in ihrer Erstsprache austauschen. A903_07 Beim kollaborativem Schreiben mache ich mir Sorgen, dass nur ein/e Schüler/in wirklich zum Text beiträgt. A903_08 Beim kollaborativen Schreiben kann ich den individuellen Lernfortschritt der SchülerInnen nicht beurteilen. A903_09 Beim kollaborativen Schreiben kann ich die individuellen Bedürfnisse und Probleme der SchülerInnen nicht beurteilen. A903_06 Kollaboratives Schreiben funktioniert bei SchülerInnen besser, die über eine höhere Sprachkompetenz verfügen (z.Bsp. Oberstufenklassen). 1 = stimme überhaupt nicht zu 2 = stimme nicht zu 3 = stimme zu 4 = stimme voll zu -9 = nicht beantwortet

[A904] Auswahl Anwendung KS S "Haben Sie in einem Englisch-Praktikum bereits kollaboratives Schreiben angewandt?"
A904 Anwendung KS S 1 = Ja 2 = Nein -9 = nicht beantwortet

[A905] Texteingabe offen Anwendung KS Erläuterung S "Falls ja, was waren Ihre Gründe dafür? Falls nein, was waren Ihre Gründe dagegen?"
A905_01 [01] Offene Texteingabe

Rubrik B0: Fast geschafft...

[B001] Texteingabe offen Abschluss "Möchten Sie mir noch irgendetwas in Bezug auf Schreiben im Englischunterricht mitteilen?"
B001_01 [01] Offene Texteingabe
[B003] Texteingabe offen Interview-Möglichkeit
B003_01 E-Mail-Adresse Offene Texteingabe

Codebook for open questions

Codebook: Difficulties of in-class writing

Code	Coded segments
computer programmes and AI	• Chat GPT in der Oberstufe, • Chat GPT und Übersetzungsprogramme sind neue Herausforderungen. • ChatGPT • ChatGPT bei Hausübungen, • ChatGPT und AI, welche die SuS gerne nutzen anstatt selbstständig zuhause zu üben • Dass nicht einfach aus dem Internet plagiiert wird, • KI wie ChatGPT werden das Schreiben im Unterricht immer mehr in den Hintergrund drängen. • Die Schüler denken auf Deutsch und verwenden Google Übersetzer oder kopieren aus ChatGPT, ohne zu verstehen, was sie schreiben. • Auch KI ist ein Problem, weil jetzt alles Schreiben im Unterricht stattfinden muss und wieder viel Zeit aufgewendet werden muss • Das Internet schreiben die Texte für die Schüler, sodass es keinen Lernerfolg gibt • Übersetzungsprogramme • Google Übersetzer macht HÜ • Häufige Verwendung von Google Translate • Chat GPT andererseits; • In der Oberstufe Verwendung von Chatbot • Konkurrenz von Google Translate und Chat GPT. • Künstliche Intelligenz wie Chat GPT • Plagiate, A.I. • werden Texte selber geschrieben (Hilfe aus dem Internet) • die Texte sind nicht immer selbst verfasst. • Übersetzungshilfen, AI tools, ...Schüler:innen lagern Aufgaben/ Denken aus • Übersetzungsprogramme • Übersetzungsprogramme und AI werden verwendet • Unerlaubte Verwendung von Übersetzungsprogrammen • Verwendung von KI (ChatGPT) • In Zeiten von ChatGPT & sehr engagierter Eltern, MUSS ich die Texte ohnehin in der Schule schreiben lassen, das benötigt viel Zeit. • außerdem besteht die Gefahr dass SchülerInnen KI nutzen um Texte zu erstellen • aber zu Hause wird mit KI geschrieben, was wenig bringt.
texts being written by friends or family	• Unterstufe: Eltern, die zu viel helfen und somit sind HÜ Leistungen und Schularbeiten nicht vergleichbar • Eltern/Nachhilfe/Das Internet schreiben die Texte für die Schüler, sodass es keinen Lernerfolg gibt • Bei Hausübungen schreiben nicht alle Schüler:innen die Texte bzw. die Texte sind nicht immer selbst verfasst.
in/correct use of resources	• Falscher Gebrauch von Wörterbüchern (bzw kein Gebrauch), mangelhafte Verwendung von collocation dictionaries • fehlerhafte Nutzung diverser online Wörterbücher, Übersetzungsprogramme • richtige Verwendung von Übersetzungshilfen
lack of time	• und dass die Zeit im Unterricht fehlt um währenddessen länger an einem Text zu arbeiten. • es muss von ihnen und mir viel Zeit investiert werden und wir schreiben wohl insgesamt zu wenig.

	• aufgrund von Zentralmatura & nur 2 Wochenstunden: leider teaching to the test & kein kreatives Schreiben mehr (keine Formulierung von eigenen Meinungen oder Reflexionen) • Lehrer*innen haben/nehmen sich oft im Unterricht nicht genügend Zeit, Schreiben strukturiert zu unterrichten. • man korrigiert lange, • Oberstufe: kein Raum mehr für kreatives Schreiben, da aufgrund des Zeitmangels nur mehr auf die SRDP hintrainiert wird - so ist es schwer, Freude am Schreiben zu entwickeln (Letters, Essays, Reports??? WTF! Blogs sind nur cool, wenn man sie online stellen kann/darf, articles funktionieren noch am besten) • Aber, wie gesagt, die Zeit für creative writing fehlt (früher: stream-of-consciousness, short stories, poetry,...alles da. Jetzt maximal im Wahlpflichtfach.) • Zeitaufwand • zu wenig Zeit im Unterricht • sie nehmen sich nicht die notwendige Zeit, sie investieren kaum Zeit und Energie in Verbesserungen / in die Auseinandersetzung mit Lehrerfeedback • Texte in der Schule zu verfassen ist sehr zeitaufwendig. • the lack of class time • Unter Zeitdruck kommt kein guter Text raus. Viel besser, gute Texte daheim als HÜ zu schreiben, wo man viel Zeit zum Nachdenken und Überlegen hat, als unter Zeitdruck im Unterricht. Auch bei Schularbeiten sollte man berücksichtigen, dass der Text vor allem unter Stress entstanden ist. • Zeit • Zeitaufwand im Unterricht • Zeitdruck • Zeitmangel • zeitaufwendig • keine Zeit zum kontrollieren • Zu wenig Zeit
no time invested in planning a text	• Sie tun sich schwer beim Planen und Strukturieren von Gedanken, Texten. • Planungsphase für SuS schwierig • mangelndes Beachten der Unterpunkte Im schreibauftrag, • Schüler*innen nehmen sich zu wenig Zeit bei der Planung und Strukturierung ihrer Texte und fangen einfach an zu schreiben, ohne sich ein Konzept zu überlegen.
lack of teachers	• zu wenig Lehrpersonal!
lack of useful materials and tasks	• Aufgabenstellung - im Deutschunterricht ist diese mit spezifischen Operatoren für jede Textsorte geregelt, im Englischunterricht ist dies nicht der Fall, was zu eventueller Verwirrung bei Schüler:innen bezüglich der Aufgabe führen könnte • man braucht "gute" Angaben/Aufgabenstellungen • Differenzierte Writing Tasks wären wünschenswert: geschlossene, enge Aufgaben mit neuen Vorgaben als Möglichkeit a.) für weniger schreibaffine SuS, offenere, kreativere Aufgaben als Aufgabe b.) für talentiertere SuS - zur selben Thematik. Gerne bunte! Bildgeschichten!! Auch Reizwortgeschichten wären möglich. Das muss man sich derzeit alles selbst machen. Keine Wortanzahl • Viele Schreibaufträge in den Schulbüchern (More) sind unbrauchbar
lack of research into writing	• wenig Studien zum L2 writing der Sekundarstufe
class size and composition	• bei hoher Schülerzahl schwierig individuell beim Schreibprozess zu unterstützen

	• Man kann im Eins-zu-eins-Setting einem/r Schüler:in helfen, nicht aber einer ganzen Klasse. Für Erfolg braucht es Einzelunterricht. • Manche Schüler:innen brauchen mehr Unterstützung als andere, es ist jedoch schwierig, alle zu unterstützen bei zu großen Klassengruppen. • Individuelle Unterstützung beim Schreiben ist leider nicht wirklich möglich. • Gruppengröße • aber bei so vielen SUS bleibt keine Zeit zum kontrollieren
lack of motivation	• teils fehlende Motivation für Hausübungen • da die Motivation zum selbst üben bei manchen fehlt • Dem Schreiben wird von SuS wenig Bedeutung beigemessen, da es bei der SRDP nur 25% wert ist. Aber es schult viele Fertigkeiten. • der Realitätsbezug hinsichtlich bestimmter Textsorten z.B blog comment , article lässt Motivation sinken, • Desinteresse • Die größte Schwierigkeit ist meistens die Motivation von Schüler*innen • Die SchülerInnen schreiben ungern • fehlende Motivation • fehlende Motivation der S (Hausübung nicht bringen) • fehlende Motivation der SchülerInnen • Ganz klar fehlende Motivation und dann Frust, da teilweise jedes Wort nachgefragt werden muss. • Motivationsmangel bei der Überarbeitung - es ist schwierig ihnen wirklich begreifbar zu machen, warum sie einen Text nochmals überarbeiten sollen (sodass sei die Gründe dahinter wirklich verstehen und es nicht nur machen, weil es gefordert wird) • Mangelnde Motivation • Meiner Meinung nach sehen eventuell viele SchülerInnen den Sinn dahinter nicht. Als ich in die Schule ging stellte ich mir oft die Frage, warum ich ein Leaflet schreiben können muss. Wäre es nicht wichtiger, meine sprachlichen/mündlichen Fähigkeiten zu verbessern, da ich dieses öfter und aktiver verwenden/brauchen werde? • Motivation • Motivation Texte zu verfassen. • Schüler behandeln Schreibaufgaben wie eine zu erledigende Notwendigkeit • Unlust der Schüler • Vermitteln der Relevanz eines bestimmten Themas, um SuS zum Schreiben darüber zu motivieren. Dh, SuS fehlt es oft generell an Wissen oder der Bereitschaft, sich eingehender mit Aspekten der Schreibaufgabe intensiv zu beschäftigen. Daraus resultieren unreflektierte, verkürzte Darstellungen und Simplifizierungen. - Aufgabe transformative Bildung: Relevanz von Inhalten vermitteln, Möglichkeit zur Reflexion geben, Resonanz erzeugen. • keine Motivation
lack of concentration	• Anlass wird nicht als Möglichkeit zum Üben gesehen • Konzentrationsschwierigkeiten • fehlende Konzentration • Konzentrationsmangel • können sich oft nicht konzentrieren/lenken sich gegenseitig ab • SchülerInnen fehlt die notwendige Ruhe. Darüber hinaus mangelt es oft an Konzentrationsfähigkeit. • SchülerInnen wollen und können sich in der Klasse nicht so gut konzentrieren, um Texte zu schreiben.
students putting themselves under pressure	• Oft setzen sich die Lernenden selbst unter Druck, weil sie glauben sofort perfekte Texte verfassen zu müssen. Ein prozessorientiertes Schreiben ist oft noch sehr ungewohnt.

students are not used to writing (long) texts	• Schüler:innen sind es immer weniger gewohnt, selbst (längere) Texte zu schreiben und sträuben sich deshalb oft davor.
heterogeneity: individual differences	• Große Heterogenität bei den Fähigkeiten der SuS • Legasthenie • Richtiges Maß an Unterstützung/Vorgaben für schwächere SuS • Schüler*innen arbeiten unterschiedlich schnell • SchülerInnengruppen sind nicht homogen, damit ist es schwer speziell, was das Schreiben angeht, die verschiedenen SuS unterschiedlich zu fördern • Sprachliche Mängel in der Muttersprache und in der Zweitsprache Deutsch • ungleicher Wissensstand der Schüler/innen • unterschiedliche Interessen • Unterschiedliches Tempo der Schüler*innen beim Schreiben; ich kann nicht alle gleich gut bzw gleichzeitig unterstützen • verschiedene Arbeitsgeschwindigkeit der Schüler:innen + unterschiedliche Herangehensweise (z.B. kurzes Brainstorming und Notizen anfertigen vor dem Schreiben vs. "einfach darauf los schreiben" etc.)
(messy) handwriting	• sehr schlecht leserliche Schrift der SuS, Texte werden in einem sehr schlechtem Zustand abgegeben (Papier zerknüllt oder fleckig, furchtbares Schriftbild, keine Reinschrift etc.) • Manche Kinder können ihre eigene Schrift nicht lesen und meine auch nicht. Wenn es nicht vom Computer gedruckt wird kennen sie sich nicht aus. Mein Feedback ist somit ... zu vernachlässigen. , weil sie sowieso nichts damit anfangen. Ich will aber auch nicht, dass sie alle nur mehr digitale Texte schreiben und digitales Feedback bekommen. Der Prozess des Schreibens mit einem Stift ist immer noch essentiell. • Schlampige, oberflächliche erledigung der Schreibaufträge, • Schrift nicht leserlich
students: problems with expressing themselves	• allgemeine Ausdrucksschwäche (auch in der Muttersprache) • der Ausdrucksfähigkeit auf Englisch • mir nicht erschließbare Interferenzen aus nicht-deutschen Erstsprachen • passende Ausdrucksweise finden und das Gewollte auch wirklich rüberbringen. • Syntax und generelles zu wörtliches übersetzen aus der Erstsprache
lack of vocabulary	• und oft auch die fehlenden Vokabeln, damit sie sich richtig ausdrücken können. • Es ist manchmal schwierig die Schüler:innen dazu zu bringen bestimmtes Vokabular in die Texte einzubauen, damit sie ihren Wortschatz erweitern. Oft greifen die Schüler:innen vorrangig auf den Wortschatz zurück den sie gut beherrschen und versuchen nicht zu variieren bzw. Synonyme zu verwenden. • Fehlender Wortschatz in der Erstsprache • Fehlendes Vokabular • Wortschatz • Kaum Vokabelschatz • Mangelhafter Wortschatz auf Englisch und Schüler sehen keine Notwendigkeit, Englisch formell richtig zu lernen oder durch Vokabel/Inhalte ihren Wortschatz und Wissensstand zu erweitern • Ausdrucksschwierigkeiten wegen Vokabelmange • Richtige Anwendung von Vokabeln (kontextspezifische Vokabeln) • Verknüpfung von neuem Vokabular/Strukturen mit dem Schreiben • wenig Vokabelkenntnisse (SuS lesen zu wenige lange Texte um auch Gefühl für Sprache zu entwickeln, sowie Vokabelrepertoire zu erweitern)
lack of structure and coherence	• Struktur • Unterstufe: Schreiben könnte noch besser aufgebaut werden: von 1 Satz pro Bild, 2 Sätze pro Bild, direkte Rede einbauen,...

	• paragraph writing, einsetzen advanced conjunctions, • Satzordnung - Kinder schreiben immer wieder "deutsche" Sätze • Strukturprobleme (Absatz, linking words etc.) • Viele Schüler haben Schwierigkeiten, ihre 'Paragraphs' (Bullet points) logisch zu verbinden
grammar	• Grammatikschwierigkeiten • Rechtschreibung
students' lack of knowledge/opinions/experience	• Schüler*innen fehlt Allgemeinbildung um sinnvolle Texte zu schreiben; Schüler*innen haben keine eigene Meinung zu vielen Themen • When pupils have a lack of curiosity or lack of interests about the outside world is when it's hard for them to write. When pupils aren't encouraged to think for themselves, they can't write in depth texts which are meaningful to them because they don't find anything meaningful. Students who are naturally curious about the world have ideas and then need to learn the format and style to make their words and prose have conviction. Hard working students who do everything you say tend not to be as curious but once they have the style, you can teach them to be critical thinkers and develop ideas. Very rarely do you get students who are both curious and hardworking, perhaps one in a class.
too much to consider simultaneously	• Kombination von vielen Komponenten zur selben Zeit (Grammatik, Wortschatz, Zeichensetzung, Stilmittel etc.);
students are hesitant to experiment with language	• Schülerinnen verwenden selten erlernte Phrasen, deswegen kommt es selten zur Weiterentwicklung • Überwindung neue Strukturen auszuprobieren
fluency	• Fluency
lack of reading skills	• Mangelnde Lesefähigkeit - sinnerfassendes Lesen
lack of creativity	• fehlende Kreativität • fehlende Ideen der SuS was sie im Text schreiben sollen, • Ideenlosigkeit der SuS • Ideenlosigkeit der SuS zu komplexeren Themen • Kombination von inhaltlichen Ideen • mangelnde Kreativität • mangelnde Vorstellungskraft von bestimmten Situationen (z.B. Geschäftssituationen) • unterschiedliche Kreativität der SuS • Zu wenig Kreativität
students: lack of input on how to approach writing	• Die Textsorten werden zu wenig bis gar nicht im Unterricht besprochen (laut Aussage meiner Nachhilfeschüler). Schüler wissen nicht, wie sie eine schreibaufgabe angehen sollen (wie gehe ich Schritt für Schritt vor?). Entwicklung und Verbesserungen des Stils. Fühlen sich gefordert, auf das Layout, Inhalt, Vokabeln und Grammatik gleichzeitig achten zu müssen. • Hilflosigkeit • SuS fehlt das Verständnis über grundlegende Dinge beim Schreiben, zB wie man einen Text aufbaut und strukturiert, Kohäsion, stilistische Mittel, etc.
students: lack of input on how to approach writing\ treatment of mistakes and errors	• Einüben falsch gelernter Konstruktionen, • aber Schüler*innen arbeiten nicht an ihren Fehlern und machen dieselben Fehler im nächsten Text - Schüler*innen müssen aus Korrekturen lernen • mangelnde Bereitschaft zur Verbesserung und zum Lernen aus den eigenen Fehlern • von mir korrigierte Texte werden oft nicht verbessert Texte werden • Wiederholung von immer denselben Fehlern • Fehler aufgrund von Nervosität

lack of authentic purposes for writing (standard text types)	• Die vorgegebenen Textsorten sind in der Welt außerhalb der Schule nicht relevant • fehlende Authentizität der Aufgaben • Irrelevanz der Textsorten • Authentizität wäre bei diesen Textsorten wichtig • Vorgegebene Textsorten.. immer das Gleiche! • Fern der Realität wird erwartet, dass SuS gekünstelte blog comments und posts schreiben.
lack of understanding of genre-specific features	• Das SuS sich schwer tun mit dem Einhalten von Genrespezifischen Strukturen • formelle Texte sind schwer, weil keine Umgangssprache verwendet werden soll • Wechsel im Register bei den Textsorten
teaching to the test	• nur mehr auf die SRDP hintrainiert wird
restrictions regarding text format/task/length	• Beschränkung auf 250 Wörter (was für ein Schwachsinn), kein kritisches Denken möglich aufgrund Content Points
teachers' lack of experience/knowledge	• Mir fehlt Methodenvielfalt, da ich nur ein paar Methoden kenne, um Schreiben zu unterrichten. • Welche Methoden es gibt, um den SchülerInnen neue Textsorten Stück für Stück näherzubringen ohne diese zu überfordern • Wie ich Schreiben unterrichtete musste ich mir eigentlich selber bzw. über Kolleg:innen beibringen; in der Uni hatten wir ganz wenig. Die Textsorten wurden überhaupt nicht durchgenommen!
the teacher as a role model	• It also depends on the teacher if they are confident writers and are curious themselves about the world. I find being provocative and providing counter views, whether I truly believe those counter views or not, demonstrates to students what is needed and aids in the writing process.
other skills (speaking) as more important	• Die mündliche Komponente ist im Hinblick auf das spätere Berufsleben viel wichtiger. • Wie leben in ein Zeit, in der das Verfassen von Texten eine sehr untergeordnete Rolle spielt. Mündliche Sprachkompetenz ist wichtiger.

Codebook: Benefits of in-class writing

Code	Coded segments
general importance of writing as a skill	• Being articulate is powerful and demonstrates competence. • Besonders in Hinblick auf das spätere Berufsleben sind adäquate Schreibfähigkeiten auf Englisch unerlässlich. • Schreiben auch im echten Leben sehr wertvoll, auch in einer Fremdsprache
signalling that writing is not only done for homework/tests	• den Schüler:innen nicht das Gefühl zu vermitteln, dass Schreiben ausschließlich als HÜ bzw. bei SA stattfindet • SuS müssen es nicht als Hausübung machen und lernen so eventuell die Wichtigkeit dieses Skills
especially important for upper secondary students	• Aneignen der Kompetenzen hilft den Schülerinnen und Schülern in der Oberstufe
writing fosters critical thinking and reflection	• kritisches Denken, Reflexion • Erlernen die eigene Meinung auszudrücken
writing to connect ideas/expand knowledge	• Themen können anders verarbeitet und verknüpft werden mit vorher bestehendem Wissen. • learn about the subject the writing is related to • Wenn ein gemeinsamer Text im Plenum geschrieben wird, empfinden die SuS das als sehr hilfreich, denn so erhalten sie einen guten Beispieltext, den sie als Vorlage für weitere Texte nutzen können

	(ansonsten sind die Textsorten anfangs sonst zu abstrakt und sie wissen nicht was sie mit der Angabe anfangen sollen) • weil sie auf ganz viele wahnwitzige Ideen kommen.
writing to solidify/expand vocabulary knowledge	• Festigung des Wortschatzes • Neues Vokabular wird erarbeitet. • Verbesserung/Festigung von Ausdruck, Wortschatz;
writing as a creative outlet and fun	• kreatives Schreiben würde die Meinungsbildung fördern • Es ist ein kreatives Outlet, man kann verrücktere Ideen umsetzen, als jetzt mit einer Listening Aufgabe • Fördern kreativen Arbeitens • Freude an kreativem Schreiben • Im Rahmen vom "creative writing" wird auch der Kreativität von Schüler:innen Raum gegeben • kann kreativ sein • Kreatives Schreiben/Aufgaben machen Spaß • Kreativität • More fun • Wenn sie etwas schreiben, dann hab ich meistens etwas zum Schmunzeln,
in-class writing results in better products	• bessere Ergebnisse, da die Texte dann meist klarer strukturiert werden, auch überarbeitet werden, was viele SuS nicht tun, wenn sie einen Text als HÜ schreiben • Es wird dann ordentlich gemacht,
supporting students throughout the writing process	• Bei Unklarheiten beim Verständnis der Aufgabenstellung kann ich Hilfestellung geben. • As a result, I try to comment and interact with their ideas to make it more meaningful and hopefully make them more curious about ideas and theories. • Die Schüler:innen fragen eher nach wenn sie sich bei Formulierungen unsicher sind. Bei Hausübungstexten wird oft die Korrektur einfach hingenommen, ohne zu hinterfragen warum manche Strukturen/Ausdrücke fehlerhaft sind. • man kann auch besser unterstützen und Probleme im Prozess erkennen und den nachfolgenden Unterricht anpassen • Klare Anforderungen • Lehrperson kann unterstützen • bei collaborative writing kann man im Unterricht beobachten, ob das Team schreibt oder nur eine Person (Aktivitätsbalance) • Begleitung des Arbeitsprozesses • zeitnahe Unterstützung bei eventuellen Schwierigkeiten
supporting weaker students	• Anhand von guten Modelltexten oder durch peer review sessions können sich schwächere SuS weiterentwickeln • hilft vor allem schwachen SchülerInnen sich an neue Textsorten heranzutasten ohne überfordert zu sein
proficient students can help weaker ones	• Schreiben in der Klasse: Begabtere Schüler:innen unterstützen schwächere, • Kooperationsbereitschaft und gegenseitige Hilfe (z.B.: ein*e leistungstärkerer S*in greift einer/einem leistungsschwächeren S*in unter die Arme)
supporting students in their use of resources	• Unter Anleitung lernen, Wörter im Wörterbuch nachzuschlagen und das richtige auszuwählen.
making sure students write texts themselves	• Aufsätze werden nicht von fremden Personen verfasst! • chatgpt wird ausgeschlossen • wo noch dazu teilweise KI eingesetzt wird • Die Schüler müssen ohne Hilfsmittel spontan zeigen, wieviel Sprache sie produzieren können. • Eigene, selbst erbrachte Leistung

	• Eigenständige Leistung wird erbracht ohne Korrektur der Eltern bzw. der/des Nachhilfelehrers/in • Es handelt sich um eigene Leistung • Es ist sichergestellt, dass weder Eltern noch Nachhilfelehrer, noch andere oben erwähnte Hilfsmittel verwendet werden! • Human performance 100% • Ich kann sicherstellen, dass die SuS selbstständig schreiben. • Keine Möglichkeit Informationen aus dem Netz zu kopieren und als eigene Leistung zu verkaufen (wenn das Schreiben während der Stunde erfolgt) • Können kein ChatGPT verwenden • Kontrolle bzw. Verhindern des Verwendens von Hilfsmitteln va. ChatGP/künstliche Intelligenz und Übersetzungsprogramme • Überblick über die "wahren" Fähigkeiten der Lernenden (HÜs meistens von höherer Qualität), • Texte können nicht von anderen Personen (od. Computer) verfasst oder korrigiert werden • Texte sind authentisch und werden nicht durch Fremdeinwirkung verbessert • Texte werden selber geschrieben (inkl. Vorbereitung) - Stichwort: Chat-GPT, Nachhilfelehrer; • Unterstufe: keine Mama, die drüberliest und alles verbessert // Oberstufe: keine AI, die das Schreiben übernimmt (ja, sie ist angekommen) • Vermeiden von KI
possibility of exchanging experiences/ideas/feedback	• Erfahrungsaustausch • Es fällt ihnen im Unterricht oft leichter als zu Hause, gerade beim Ideen finden • Es kommen mehr verschiedene Ideen für eine Text zusammen • Feedback untereinander führt oft zu Verbesserung, manche sind einfach gut, andere werden sich beim Schreiben immer schwer tun • Gemeinsames Ideen Sammeln und Formulieren von möglichen Sätzen, Struktur und besondere Textmerkmale, cohesive und coherent devices • Gemeinsames Sammeln von Ideen • gemeinsames Schreiben gibt gute Ideen und erweitert eiogene Möglichkeiten • Inspiration & Ideenaustausch, gegenseitige Hilfe und Zusammenarbeit, Sprachliche Hilfe, • mehr Ideeninput • peer feedback!!! um und auf • pros und contras sind vielfältiger wenn unterschiedliche Charaktere zusammenarbeiten sollen • Ideenaustausch • Lernen von anderen durch Vergleich von Texten
possibility of immediate feedback	• Möglichkeit der Schüler direkt zu fragen, unmittelbares Feedback • oder wenn fragen während des Schreibens auftauchen. • Ich kann Fragen direkt beantworten. • Möglichkeiten zur Fragestellung und Hinweisgebung; • rasches Feedback • Möglichkeit des Fragenstellens an die Lehrperson (Lehrperson als Experte/Expertin) • Unmittelbares Feedback möglich • unmittelbares Feedback • Unmittelbares Vorhandensein von Feedback • Oder einzelnen Absätzen und dann direkt Feedback bekommen.
fostering students' motivation	• Die Motivation der Lernenden wird durch das Schreiben extrem gefördert. • höhere Motivation • Die Atmosphäre ist motivierender als zuhause alleine zu schreiben.

	• Interesse für Englisch steigern • SchülerInnen sind oft motivierter. • steigert die Motivation
all students get to write a text	• Alle schreiben den Text, nicht nur die Fleißigen, die alle Hausübungen erledigen • Manche üben daheim nicht Texte schreiben. • Jede/r schreibt tatsächlich einen Text und keiner lässt somit die "HÜ" aus. • viele Lernende geben keine HÜ-Texte ab und kommen nur beim Schreiben im Unterricht zum Üben • Schüler*innen, die keine Hausübungen machen, sind auch gezwungen etwas zu schreiben.
possibility of immediate error correction/evaluation	• Es gibt auch die Möglichkeit, die Texte zu bewerten. • Training zum Fehlerfinden • Vermeidung von Eintrainieren falscher Lösungswege
possibility of displaying/sharing texts	• Den Schüler:innen von jeder Text Sorte ein perfektioniertes Paradebeispiel eines Textes vorlegen, an dem man sich (vor allem in der Anfangsphase) orientieren kann. • eine Art Wettbewerb daraus zu machen zB: wer das schönste Leaflet gestaltet hat - in Klasse aufkleben und wie im Museum mit Sticker bewerten, wer die meisten Sticker hat, gewinnt • Texte können ausgehängt, veröffentlicht werden und sind somit länger sichtbar/lesbar
fostering communication skills	• Erlernen der globalen Kommunikation (ELF) • Kommunikation auf unterschiedlichen Ebenen • bei Gruppenarbeit auch Sprechen inkludiert : diskutieren von Vorgangsweise etc. in der Fremdsprache
making sure students go through all stages of writing process	• klarer strukturiert werden, auch überarbeitet werden • das die SchülerInnen den Schreibprozess schrittweise durchlaufen und sich für jeden Schritt die Zeit nehmen • Das geordnete, zielführende Vorgehen wird beigebracht, wirklich brauchbare Ideen werden gesammelt und diese in noch passendere Worte gekleidet als im Alleingang daheim,
students do not have to write texts in their free time	• Die Schülerinnen schätzen es, dass sie nicht ihre Freizeit opfern müssen. • Unsere SuS haben sehr viele Wochenstunden und sparen sich so Zeit für Hausaufgaben. • Zeitmanagement. HTL Schüler:innen haben sehr viel Schule und wenig Freizeit, in der sie auch noch lernen müssen. Deshalb kann ich sicherstellen,
students produce (language) output	• Verwendung der Sprache und sich an Sprache gewöhne
possibility of joint construction of texts	• Schreiben gemeinsam als Klasse auf der Tafel
fostering social skills	• Stärkung von social skills
students are more focussed (concentration)	• SuS sind im Unterricht oft konzentrierter als zu Hause oder auf dem Schulweg.
students get to take their time	• Die SuS nehmen sich wirklich Zeit für die Texte; man kann Zeitdruck - Situationen üben, • dass sie sich wirklich mal 50Minuten mit einem Text beschäftigen.
students engaging in teamwork	• Das Gruppenerlebnis ist ihnen auch angenehmer" • Teamwork und collaboration stärken
proficient students can show off their skills	• Bessere SchülerInnen haben dadurch die Gelegenheit ihr Potential zu zeigen, was im Unterricht aufgrund von Zeitmangel oft nicht möglich ist.

teachers: fewer texts to correct	• bei Gruppenarbeiten müssen nicht 25 Texte sondern nur zb 8 korrigiert werden • korrektur zu hause fällt weg - wieder ein privatleben wäre nett
students expanding their language skills	• bei Einzelfeedback machen SuS große Fortschritte, allg. sprachlicher Fortschritt wird in Texten sehr sichtbar/ist prägnant
students develop more self-confidence in writing	• Sich zu trauen einen Text zu verfassen. • Schüler:innen legen Hemmungen ab

Codebook: What was most beneficial in your teacher training? - Teachers

Code	Coded segments
hands-on experience at university	• Ich habe v.a. im Unterrichtspraktikum und danach im Austausch mit KollegInnen viel Erfahrung gesammelt.
language courses	• In meiner Ausbildung (Lehramtsprüfung 1984) hat mir das detaillierte Vorgehen beim Verfassen und Analysieren von Texten in den damals verpflichtenden "Sprachübungen" geholfen. • Skills Training • Sprachkurse, zu sehen welche Art von Feedback mir geholfen hat • Sprachübungen der Uni Wien
cannot remember/too long ago	• Weiß ich nicht mehr. Ausbildung ist lange aus. • Zu lange her. • zu lange her.
specific (writing) seminars	• Ein Seminar zu writing bei Ms Nazarenko und Ms Schwartz-Peaker; • Fachdidaktikseminare zum Schreiben • fachdidaktische Seminare • Seminare zur Methodik, zum sprachbewussten Unterricht • Wir hatten viele Kurse zum Thema Schreiben
support from teachers/professors	• Die Strenge und Konsequenz der Lehrkraft und die Unterstützung bei schwierigen Aufgabenstellungen • Erfahrene Professoren an der Universität Klagenfurt. • Gute Professoren • Wir haben schon Impulse und Ideen für den Schreibunterricht bekommen, es gab sogar passende Literatur von unseren damaligen Professoren Puchta und Gerngross, die uns einige Kompetenzen in diesem Bereich vermittelt haben.
useful materials	• Die More Schulbücher sind top. • Wir haben schon Impulse und Ideen für den Schreibunterricht bekommen, es gab sogar passende Literatur von unseren damaligen Professoren Puchta und Gerngross, die uns einige Kompetenzen in diesem Bereich vermittelt haben.
input on how to teach writing (didactics)	• Die Didaktik zum Thema Writing und wie man eine Writing Stunde aufbaut
evaluating texts according to criteria, understanding criteria	• Die Arbeit mit Kompetenzrastern zur Beurteilung schriftlicher Arbeiten. • Explaining what is actually expected in a texttype and how that correlates to the marking criteria. Understanding the criteria means that you can actually have targets to aim for. • gute Vorbereitung auf das Assessment von OST Texten
writing texts oneself	• Besonders hat mir geholfen, selbst die Textsorten lernen und schreiben zu müssen. • Hohe Anzahl an selbst verfassten Texten • selbst schreiben zu müssen und sich dadurch mit Strategien auseinandersetzen zu müssen • Selbst zu lernen, wie man Texte gut gliedert usw. ... Hatte leider keinen guten Sprachunterricht in der Unter- & Oberstufe • ILSS etc, da ich hier gelernt habe, wie man selbst Texte schreibt • und haben auch selber viele Texte verfasst.

examples of students texts	• Beispiele SchülerInnentexte
variety of methods and ideas presented	• verschiedene Methoden wurden vorgestellt (jedoch häufig für die Unterstufe) • Brainstormingvarianten lernen • gute Schreibimpulse - authentische Themen, Tools - z. B. Modell-Texte, Mind-mapping, Bildimpulse, gute Wortschatzsammlung,.... • Konkrete Methodik • Methoden, die für Schüler*innen geeignet sind wurden selbst ausprobiert • Process writing • verschiedene Ansätze bzw. Methoden kennenlernen
exchange with colleagues	• Austausch mit anderen • Themenfindung im Gespräch mit Kolleginnen und vorher an der Uni • gemeinsames brainstorming • Ich habe v.a. im Unterrichtspraktikum und danach im Austausch mit KollegInnen viel Erfahrung gesammelt

Codebook: What was missing in your teacher education? - Teachers

Code	Coded segments
lack of input on differentiation	• Wie man Differenzieren kann
general neglect of writing instruction at university	• Schreiben zu unterrichten ist so gut wie nie im Studium vorgekommen • Schreiben zu unterrichten spielte in meiner Ausbildung (vor 2000) eine untergeordnete Rolle • Seminar • War selten Thema während des Studiums • Wurde fast nie thematisiert.
no/little exchange with others	• learn from others
lack of (detailed) feedback from professors	• tiefergehendes, professionelles Feedback
lack of useful materials	• Material, das über das im Schulbuch vorhandene hinausgeht;
different times: different requirements etc.	• Als ich studiert habe, gab es die derzeit verlangten Anforderungen (SRDP-Textsorten) noch nicht. • Als ich studiert habe, hat es generell sehr wenig praxisbezogene Lehrveranstaltungen an der Uni Wien gegeben • Als ich studiert habe, war alles sehr akademisch und es gab sehr wenig Vorbereitung auf den Beruf an sich • Ausbildung war damals (vor mehr als 20 Jahren) praxisfern. Texttypen wie wir sie heute zur Matura brauchen, waren damals noch nicht wirklich ein Thema. Es ging damals mehr um "creative writing". • damals galten andere Anforderungen • Damals wurde in erster Linie essay writing vermittelt - von Textsorten war keine Rede • Damals wurden völlig andere Textsorten unterrichtet als heute. • davon gab es zu meiner Zeit nicht so viel. • Ist ewig her. Es gab noch keine Textsorten und zentrale Beurteilungsraster • Schreiben zu unterrichten spielte in meiner Ausbildung (vor 2000) eine untergeordnete Rolle.
lack of theoretical background	• Im Prinzip der ganze theoretische Hintergrund, davon gab es zu meiner Zeit nicht so viel. Das hat sich zum Glück geändert.
teacher training lacking generally	• Generell eine Ausbildung, die auf den Unterricht in der Schule vorbereitet

	• jegliches Input • Wir hatten überhaupt sehr wenig Vorbereitung auf das Unterrichten, das Studium war mehr eine Sprachausbildung
lack of authentic settings	• Authentische Settings
no/few creative methods on how to teach writing	• Kreative Ansätze
cannot remember/too long ago now	• Ich muss ehrlich sein, ich weiß nicht mehr was wir im Studium gelernt haben. Es ist für mich mehr oder weniger Zeit in der viel Input gekommen ist und was wann hängengeblieben ist ... weiß ich nicht mehr • Ist ewig her. Es gab noch keine Textsorten und zentrale Beurteilungsraster
no/few concrete examples/methods/tips	• Genaue didaktische Hilfestellungen und Tipps • also Idee Sammlung • Konkrete Beispiele • Konkrete Beispiele und Ideen • Konkrete Ideen und Beispiele und die Erprobung dieser
SchülerIn-nengerechte Strategien! (Keine Uni-Bsp) • Konkrete Ideen zur Anleitung von Verfassen • Konkrete Ideen, Skriptum mit Vorschlägen • Konkrete praktische Beispiele und Übungen, so ziemlich alles was man im Unterricht später braucht! • Praktische Beispiele haben beinahe komplett gefehlt. • praktische Beispiele • Praxisbeispiele • Unterrichtsbeispiele
lack of input on evaluating and responding to texts	• Mir hätten vielleicht noch ein paar mehr Varianten des Feedbacks auf Texte geholfen kennenzulernen. • Das Bewerten von Schülerleistungen (inkl. Schreiben) war nicht Teil des Studiums. • Texte analysieren und bewerten • Auch das Korrigieren von Texten war eigentlich kein Thema an der Uni • Ist ewig her. Es gab noch keine Textsorten und zentrale Beurteilungsraster • Beurteilung von Texten • Seminar zu "wie korrigiere ich sinnvoll" • Übung im Korrigieren hat gefehlt • Wie korrigiere ich richtig
lack of input on how to approach writing instruction	• Anleitung wie man Schüler Texteschreiben vermittelt. Wo/wie beginnt man etc. • Der pädagogische Ansatz, der einem dabei hilft, den Kindern das Schreiben näherzubringen. • Fehlend: how to teach writing in English • Input was alles notwendig ist, damit Kinder schreiben lernen, • handfeste Strategien, Verständnis für das Erlernen von Sprache
lack of diversity of methods	• Methodisch fehlen oft neue Ideen bzw. das Schreiben hat sich seither weiterentwickelt. • Wirkliche Methoden der Lehrstoffvermittlung wurden nicht unterrichtet • creative writing • mehr Info zu collaborative writing • Es werden nicht ausreichend viele verschiedene Methoden gelehrt. • unterschiedliche Methoden • mehr methodische Vielfalt, wie man Schreiben unterrichten kann, um verschiedenen Lernertypen zu helfen • Methoden • Methodenvielfalt • methodische Ideen

	• methodische Konzepte • Verschiedene methodische Ansätze vorgestellt zu bekommen - das wurde immer abgelehnt mit der Begründung, dass es keine "Rezepte" gäbe für Methodik, da jede Klasse anders wäre • Welche Übungen/Methoden eingesetzt werden können.
lack of hands-on experience at university	• Als ich studiert habe, hat es generell sehr wenig praxisbezogene Lehrveranstaltungen an der Uni Wien gegeben • Als ich studiert habe, war alles sehr akademisch und es gab sehr wenig Vorbereitung auf den Beruf an sich • Ausbildung war damals (vor mehr als 20 Jahren) praxisfern. • Der praktische Ansatz. • Meine Ausbildung hatte insgesamt wenig mit der Praxis zu tun.
 • Praxis hat sehr gefehlt • Praxisbezug • Praxis • Praxiserfahrungen, um auszutesten, ob meine Ideen auch wirklich funktionieren • Praxisbezug. Praktika
lack of input on text types	• mehr relevante Textsorten üben, weniger wissenschaftliches Schreiben • Als ich studiert habe, gab es die derzeit verlangten Anforderungen (SRDP-Textsorten) noch nicht. • Texttypen wie wir sie heute zur Matura brauchen, waren damals noch nicht wirklich ein Thema. Es ging damals mehr um "creative writing". • Leitfaden für alle Textsorten in der Oberstufe da diese sehr unterschiedliche gehandhabt werden • Damals wurde in erster Linie essay writing vermittelt - von Textsorten war keine Rede • Damals wurden völlig andere Textsorten unterrichtet als heute. • Die Textsorten für die Matura • Erarbeitung von Charakteristika von Textsorten, • genauere Ausbildung auf die Texte, die ich mit den SchülerInnen nun für die Matura schreiben muss • Die universitäre Ausbildung hatte mit den Unterrichtsinhalten / -textsorten praktisch nichts zu tun. • welche Textsorten, ... • Ist ewig her. Es gab noch keine Textsorten und zentrale Beurteilungsraster • Information zu den Textsorten • tatsächliches Textsortenwissen, wie es in den Büchern erklärt wird, und Hinweise auf unterschiedliche Erklärungen / Abweichungen in verschiedenen Schulbüchern • Merkmale der matura-relevanten Textsorten nicht vermittelt • Textsorten • Welche standardisierten Textsorten zu unterrichten sind, wurde während der Ausbildung überhaupt nicht durchbesprochen. Demzufolge fehlte auch der Input wie man diese unterrichten kann.

Codebook: What was most beneficial in your teacher education? – Teacher trainees

Code	Codierte Segmente
solidifying one's knowledge	• das eigene Wissen und Können zu festigen
ideas regarding what and how to teach	• Verschiedene Ideen zum Schwerpunkte setzen und zur Vorgehensweise
other language studies	• In meinem Fall half es aber wohl am meisten, dass ich zwei Sprachen auf Lehrmat studiere und deswegen mehr Zeit als andere Studierende

	hatte, mich in meinem Studium mit dem Verfassen von Texten in der Schule zu befassen
practice in trainee-ships	• Vor allem die Masterpraxis (sofern man eine:n gute:n Mentor:in hatte) war auch enorm hilfreich
specific (writing) seminars	• Applied Research: L2 writing w/ Prof Hüttner • ELT 2 und Materials • Hilfreich waren vor allem Seminare die Texte des Englischunterrichts behandelt haben und ELT2 (how to teach writing). • Im Fachdidaktik Modul wurde sehr intensiv darauf eingegangen und ich fand es sehr umfangreich. • Seminar mit einem fokus auf Schreiben • Vor allem die Fachdidaktik Kurse, wo vor allem immer ein sehr starker Fokus aufs Schreiben war (ELT Foundations, Testing and Assessment, usw.)

Codebook: What was missing in your teacher education? – Teacher trainees

Code	Coded segments
lack of practical experience	• Mir fehlt das Praktische. Wozu muss ich einen akademischen Essay schreiben können, wenn dieser in der Schule nicht in der Form gelernt wird? • Zu wenig Fachdidaktik und vor allem viel zu wenig praktische Erfahrung zur Umsetzung der erlernten Methoden in LVs
discussing relevant text types	• Textsorten in der Schule verwendet haben, sind die schulischen Textsorten meiner Meinung nach zu kurz gekommen.
methods and ways to teach writing	• Mir fehlt eine Vielfalt an Methoden, die erprobt sind und funktionieren können (natürlich sind alle Klassen unterschiedlich und man muss individuell entscheiden, was funktioniert und was nicht). • Methoden • Tiefergehende Beispiele
supporting (struggling) students with writing	• Es fehlt vor allem wie man Schüler*innen hilft wenn sie Schwierigkeiten beim Schreiben haben. Das lernen wir im Selbststudium bzw. Learning by doing • zb wie man als Lehrperson abgesehen von vocabulary und phrases die Schüler*innen unterstützten kann
other language studies	• Im Rahmen meines Deutschstudiums hatte ich ein Fachdidaktik-Seminar zum Schreiben im Deutschunterricht - im Englischstudium jedoch nicht. Ich kann das Wissen aus dem Deutschstudium natürlich auf das Englischstudium anwenden, aber ich finde solche Seminare sollte es auch im Englischstudium geben.

Codebook: Reasons for the employment of CW

Code	Coded segments
more relaxed work atmosphere	• lockereres Arbeiten
careful grouping is necessary	• Ich achte darauf, dass Schüler mit ähnlichem Leistungsniveau zusammenarbeiten. Dahingehend stelle ich die Gruppe zusammen • So as long as a good class relationship is established whereby pupils understand that group work is meant to benefit them and that it's not me saying their partner is better than them but saying what I think their partner can offer them not just in terms of vocabulary, structure and ideas but a balance of personalities as well. Of course, this isn't always easy because seldom do personalities perfectly balance, so sometimes I ask students permission in private about potential partners and they have a right to reject that partner without retaliation if they can provide me with a sound reason/ alternative which is beneficial to them both.

	• Allerdings gibt es in der Unterstufe auch Gruppen, die keine brauchbaren Ergebnisse liefern, weil sie nur herumalbern. Negatives peer feedback ist ihnen dabei egal - ebenso wie ein drohendes Minus.
good products used as model texts	• beste Arbeit wird für alle kopiert • das auch die Schwächeren als "Vorlage" nehmen können.
students usually produce a good text	• Meist kommt ein gutes Produkt heraus, das auch die Schwächeren als "Vorlage" nehmen können.
useful for big class sizes	• große Klassen
appropriate for certain text types/tasks	• gemeinsame "Firma", die Produkte verkaufen wollte und dann enquiries, offers and orders schreiben musste • Hin und wieder ist es eine ansprechende Aufgabe, überstrapazieren würde ich es nicht • bei manchen Texten bietet es sich an die SchülerInnen gemeinsam schreiben zu lassen (wenn mehrere Meinungen, Ideen gefragt sind. Besonders sinnvoll finde ich, z. b. die Planungsphase kollaborativ zu machen, dann aber individuelle Texte zu verfassen. • Ich verwende es eigentlich immer wenn ich eine neue Textsorte erarbeite und zwischendurch immer wieder um kurze Texte (1 Absatz) zu erstellen, weil ich denke, dass es SchülerInnen hilft sich an die Textsorten heranzutasten • In der Unterstufe ist es die Praktikabilität... Dialoge, Sketches uä lassen sich zusammen sehr gut und kreativ erarbeiten • Neue Textsorte • sometimes it works with special text types • war außerdem ein Skript für eine Szene für die mehrere Rollen notwendig waren
to ensure that texts are written by students	• Texte werden selbst verfasst
foster communication (skills)	• Um den Unterricht kommunikativer zu gestalten • Reden auf Englisch • Außerdem entsteht durch das Kommunizieren über den Text in der Gruppe • kollaboratives Schreiben ist eine tolle Kommunikationsübung • Mehr Austausch
students can support each other	• gegenseitige Unterstützung • Damit sich die SuS gegenseitig unterstützen • Damit sich die SuS gegenseitig unterstützen • Die SuS können sich austauschen und gegenseitig helfen. • gegenseitige Hilfestellung • gegenseitige Unterstützung • Gegenseitige Unterstützung • gegenseitige unterstützung va bei neuen textsorten • gegenseitige Unterstützung • Gegenseitige Unterstützung • gegenseitige Hilfe bzw. gemeinsame Produktion des Textes • Schüler*innen können sich gegenseitig helfen • gegenseitige Unterstützung fördern • gegenseitige Unterstützung • gegenseitige Unterstützung • peer support • Schüler helfen einander • Schüler können sich gegenseitig unterstützen. • stärkere und schwächere SchülerInnen sollen sich helfen.
general importance of in-class writing	• Schreiben im Unterricht finde ich wichtig

fosters student motivation	• für Schüler: höhere Motivation • gegenseitige Motivation, Ansporn • mehr Motivation und Spaß • Mehr Motivation/Spaß, • Motivation der Schüler ist besser • Motivationslosigkeit einzelner SuS, • SuS sind motivierter; • Teamarbeit motiviert • Motivation bleibt bestehen) und Lob fördert • Wenn die SuS zusammen arbeiten dürfen, sind sie oft motivierter.
makes task(s) more manageable for students	• Auseinandersetzung erleichtern • Bei neuen Textsorten kann Einzelarbeit sehr schwierig sein für die SuS. Zu zweit ist es immer leichter, da mehr Ideen hineinfließen • Besonders schwierige Textsorten sind im Team besser zu bewältigen. • besonders sinnvoll wenn eine Textsorte erstmals geschrieben wird oder ein wirklich schwieriges Thema behandelt wird • v.a. in der Oberstufe oft ein besseres Verständnis für die Spezifika der Textsorte. Checklisten was der Text alles haben sollte werden in der Gruppe/zu zweit eher durchgegangen als wenn man einen Text allein zu Hause schreibt. • Weil man gemeinsam eher überlegt, was man schreibt und auf eher auf die Vorgaben achtet.
trying it out	• Ausprobieren • ausprobieren
saves time (writing and correction)	• Zeitaufwand für die Korrektur • habe weniger Texte zu korrigieren; das klingt jetzt vielleicht egoistisch, aber in einer HTL haben wir nur 2 Wochenstunden, daher viel mehr Klassen als in der AHS, und da kommt sehr viel Korrekturarbeit zusammen. • und die Möglichkeit mehrere Texte verfassen zu lassen, ohne dass der Aufwand für die SuS oder für mich zu hoch wird. • Weniger Korrekturaufwand • weniger Korrekturarbeit • Aus Zeitgründen • saves time • ersparter Korrekturaufwand • für Lehrperson: weniger Korrekturaufwand • weniger Korrekturaufwand • Zeitmangel (Korrektur) • Ging schneller • weniger Korrekturaufwand, • weniger Korrekturarbeit • Man muss weniger Texte verbessern • weniger Korrekturaufwand • Weniger Korrektur für die Lehrperson. • for the time limitation • ich muss weniger korrigieren • (und mich, da ich am Ende weniger Texte korrigieren muss). • Zeiteinsparung beim Korrigieren • Zeitmangel • Zeitersparnis, was leider nicht der beste Grund dafür ist, diese Methode einzusetzen. • Zeitmanagement
peer feedback (instead of teacher feedback)	• Andere Art von Feedback als nur vom Lehrer
exchange of ideas/more ideas	• Austausch von Ideen • Austausch fördern

	• Austausch von Ideen • da mehr Ideen hineinfließen • Collective wisdom • Lernende haben mehr Ideen wenn sie sich austauschen können • Ideen • gemeinsam kommen mehr Ideen zustande • Gemeinsame Ideenfindung. • Gemeinsamer Austausch • gemeinsames Brainstorming/Austausch von Ideen • Ideenaustausch • kreativer Austausch, • Mehr Ideen könnten so gesammelt werden • gegenseitiger Austausch von Ideen • mehr Ideen werden eingebracht. • tauschen Ideen aus • weniger Probleme bei der Themenfindung • SuS sollten sich austauschen und diskutieren, um zu einem gemeinsamen Ergebnis zu kommen. • sie haben mehr/bessere Ideen • unterschiedliche Ansichten und Meinungen zu diskutieren
above-mentioned reasons (benefits of CW in survey)	• alle oben bereits genannten Gründe - sehe viele Vorteile in diesem Prozess • Alle oben genannten Vorteile • alles siehe oben • Die oben genannten • oben erwähnte Vorteile
students can learn/benefit from each other	• Lernen voneinander • gegenseitiges Profitieren • voneinander lernen • Die SuS können sich austauschen und gegenseitig helfen. Sie profitieren vom gegenseitigen Wissen zb Grammatik und Vokabeln. • Durch den Austausch beim kollaborativen Schreiben, können SchülerInnen voneinander lernen und ihre individuellen Sprachkenntnisse erweitern. • Profitieren von sprachlich besseren Partnern bzw. Vermeidung von Langeweile bei guten SuS (als Tutoren zweckmäßiger Arbeitsauftrag) • gegenseitiger Lernzuwachs • Gegenseitiges voneinander Lernen • und von ihren unterschiedlichen Begabungen (zb Wortschatz, Strukturieren, Inhalt) gegenseitig zu profitieren. • von einander lernen, • profitieren die Schüler • Lernen voneinander, • Schüler lernen voneinander, • Schüler/innen profitieren von einander, • Weil die SuS voneinander profitieren können. • Writing buddies - von einander lernen • voneinander lernen
(expected) language development	• hoffen auf einen Lerneffekt. • Gemeinsames Arbeiten stärkt sowohl sprachliche als auch soziale Kompetenz
less effort for students	• und die Möglichkeit mehrere Texte verfassen zu lassen, ohne dass der Aufwand für die SuS oder für mich zu hoch wird. • Außerdem ist es weniger Arbeit für sie
adds variety (of methods)	• Abwechslung • Abwechslung • Abwechslung

	• Abwechslung • Abwechslung • Abwechslung • Abwechslung • Change of methods • Die Schüler:innen sollen lernen, Texte auf verschiedene Arten/Methoden zu schreiben • Eine spaßige "neue" Variante des Texteschreibens ausprobieren. • zur Abwechslung • Gruppenarbeit zur Auflockerung • Gruppenarbeiten • Ich versuche immer zwischen den Sozialformen zu switchen • kreativere Methode • Man soll verschiedene Methoden im Unterricht anwenden. • Mehr Spaß und Abwechslung • Methodenvielfalt • Methodenvielfalt • Um einfach auch einmal eine andere Methodik auszuprobieren • Unterschiedliche Methoden ausprobieren
students can be observed/supported while writing	• ich kann während des Unterrichts in Ruhe mit den einzelnen Gruppen sprechen • Beim Beobachten und begleiten kann man sehr wohl auch durch kollaborative Schreibaufgaben herausfinden wie die SUS arbeiten (gemeinsam und alleine), und vor allem wie sie ihre eigene Sprachkompetenz EMPFINDEN, oftmals tragen die sprachlich besten Sus gar nicht am meisten bei, was mir als Lehrperson zeigt wo ich ansetzen muss (Selbstbewusstsein zb) und für andere kann es ein safe space zum ausprobieren kann mit extrem schnellem Feedback durch Mitschüler*innen oder mich • bei Fehlern kann eingegriffen werden, bei Fragen kann man unterstützen
fosters group dynamics and team work	• gute Gruppendynamik • Förderung Teamwork, • Teamarbeit • Arbeiten im Team • Arbeiten in der Gruppe üben • damit sie nicht immer nur alleine arbeiten • Teamwork/social skills. • Gemeinsames Arbeiten stärkt sowohl sprachliche als auch soziale Kompetenz • Stärkung der sozialen Fähigkeiten • Schien mir eine nette Idee zum die Klassendynamik auszutesten. • Schreibprozess als Teamwork: • Teamarbeit stärken • Wichtigkeit von Gruppenarbeit
students enjoy CW/it is fun	• Schüler mögen es • Spaß • Es macht auch mehr Spaß zusammen einen Text zu schreiben • Spaßfaktor • Freude am Schreiben wecken • Kids mögen es, wenn die Gruppeneinteilung gut ist • mehr Spaß am Schreiben • Mehr Spaß und Abwechslung • auf diese Weise haben die SuS Spaß daran • SchülerInnen machen das für gewöhnlich gerne • Um die Aufgabe attraktiver zu machen

	• fühlen sich sicherer in der Gruppe und haben mehr Spaß am Schreiben.
less proficient students can be supported by others	• profitieren schwächere Schüler von stärkeren, die Texte werden im Lauf der Zeit immer besser, • Schwächere von besseren Schreibern unterstützen zu lassen • schwache SuS unterstützen • Bessere SuS helfen schwächeren. Aber die Besseren haben nicht so viel davon. • damit schwächere Lernende von besseren profitieren können/um schwächeren Lernenden auch mehr Erfolgserlebnisse zu ermöglichen • Schwächere SchülerInnen profitieren. • um Sicherheit zu gewinnen, um schwächere Lernende zu unterstützen • Schwächeren SchülerInnen die Möglichkeit geben, mit anderen zusammenzuarbeiten • In der Oberstufe: Einteilen der schlechteren mit guten SchülerInnen • schreibschwächere SchülerInnen profitieren von schreibaffineren SchülerInnen • Schreibprozess als Teamwork: Bessere bringen sich ein und helfen Schlechteren, Schlechtere lernen von Strategien der Besseren • um schwächeren Schülerinnen ein positives Erlebnis zu ermöglichen. • Um schwächere Schülerinnen und Schüler besser zu integrieren • Unterstützung der schwächeren Schüler/innen

Codebook: Reasons against the implementation of CW

Code	Coded segments
above-mentioned reasons (difficulties in the survey)	• Oben genannte Gründe
lack of ideas on how to implement CW	• mir fehlen Ideen für die Umsetzung
lack of experience	• Mangelnde Erfahrung
students do not take CW seriously	• wird nicht ernst genommen
produces (too much) noise	• Lärm
students lack (necessary) proficiency	• Ich unterrichte im Moment nur eine erste Klasse, unsere Texte sind noch sehr kurz. • Ist mit meinen Schüler*innengruppen (SPF) fast nicht machbar, zu wenige Sprachkenntnisse, um ganz ohne meine Hilfe zusammen zu schreiben • Meine SchülerInnen sind aktuell dafür noch zu jung/haben noch zu wenig sprachliche Kompetenzen dafür (1. Klasse Unterstufe) • Unterricht nur 1. und 3. Klasse. Ihr Sprachlevel ist mir noch zu gering für diese Art des Schreibens, Ich denke, dass OS-Klassen mehr davon profitieren. • Zu große Wissensdriskrepanz
writing solely as homework and training for tests	• Die Hausaufgaben dienen als Vorbereitung auf die SA, jeder braucht eine eigene Vorbereitung. • Habe nur 2 Stunden Englisch in der Woche und lasse daher alle Schreibaufträge zu hause machen.
unequal contribution to the task	• Tatsache, dass bei Klassen mit 25 Schüler:innen und mehr, sinnvolles Erarbeiten von Texten in der Gruppe sehr schwierig ist - 1 bis 2 Schüler:innen arbeiten, der Rest wartet, tratscht etc. • meistens schreibt ihn nur der beste Schüler • ich habe Sorge dass nur einzelne zum Text beitragen

opportunity has not offered itself	• Es kam mir noch nicht wirklich in den Sinn bzw. hat sich noch nicht angeboten.
students' use of their L1	• Ideenaustausch hauptsächlich auf Deutsch.
less proficient students cannot participate (as much)	• Die schwächeren Schüler arbeiten weniger als die guten
takes more time than individual writing	• Der Zeitaufwand ist wesentlich größer als wenn die Schüler:innen einen Text eigenständig verfassen. • Grundsätzlich der Zeitaufwand • Zeitfaktor seit Corona
difficult to evaluate students' performance	• beurteilung schwer möglich
not possible due to group dynamics	• Bei meinen Kindern würde das zu einer wilden Gruppendynamik führen...

Codebook: Reasons for implementation of CW – Teacher trainees

Code	Coded segments
beneficial method	• Eine Methode, um das Schreiben von Texten förderlicher zu gestalten
less proficient students can learn from others	• Es gab einige eher schwächere SuS, die so auch recht einfach Rat und Vorschläge von den anderen einholen konnten, diese aber dennoch selber aufschreiben sollten, wodurch zwar die Idee oder genaue Formulierung nicht von ihnen war, sie diese aber dennoch schreiben übten.
appropriate for certain text types/tasks	• anschließendes Präsentationen der Texte bzw. der Absätze • Unterstufe, sie sollten eine kleine Bildergeschichte nacherzählen. Ich habe mich dafür entschieden weil durch die Bildergeschichte schon eine gewisse Struktur vorgegeben war und sie so mit der Unterstützung ihrer Peers gleichzeitig neuere Vokabel verwenden konnten, sodass eventuelle Unklarheiten vielleicht durch die Peers geklärt werden konnten.
for research purposes	• Forschungsprojekt, das ich durchführen musste
foster interaction/communication	• mehr Interaktion
saves time	• Zeitersparnis
foster student motivation	• Motivation

Codebook: Reasons against implementation of CW – Teacher trainees

Code	Coded segments
did not fit the requirements of the traineeship	• Hatte nicht viel Kontrolle über Themen-/Methodenwahl • Ich habe während der ersten Corona-Welle unterrichtet und versucht den Unterricht über Zoom so interaktiv wie möglich zu gestalten. Schreiben wäre da contraproduktiv gewesen. • Meine Mentorin hatte spezifische Vorstellungen davon, was ich im Unterricht machen soll und dabei waren andere Kompetenzen eine höhere Priorität • und andere Vorgaben der Mentorin
takes too much time	• Hat zeitlich und thematisch nicht gepasst. • Zeitaufwand • Zeitmangel
not appropriate for age/proficiency of learners	• Ich habe nur eine Stunde im Praktikum unterrichtet, wo das Schreiben von Texten geübt wurde. Das war eine erste Klasse Unterstufe, die gerade erst begonnen hat, Englisch zu lernen, daher wäre es meiner Meinung nach zu früh gewesen.

opportunity did not present itself	• Habe ehrlich gesagt nicht daran gedacht/es scheint nicht gepasst zu haben (kann mich genauer nicht an die Situation erinnern). • hat sich nicht ergeben • hat sich nicht ergeben (stattdessen wurde z.B. Methode des peer feedback genutzt) • Hat zeitlich und thematisch nicht gepasst. • Wurde nicht thematisiert (Mentorin hat Schreibstunden gehalten)
------------------------------------	--

Codebook: Is there anything else you would like to tell me with regard to in-class writing?

Code	Coded segments
students do not engage with provided materials/support	• SuS sind oft zu faul, bereitgestellte Unterlagen, Vorlagen etc überhaupt anzuschauen
collaborative writing as a beneficial method	• Collaborative writing ist eine motivierende Methode, bei der die Vorteile eindeutig überwiegen.
students might feel pressure when writing	• das schreiben löst viel Angst und Druck aus weil es Schwarz auf weiß "zeigt" was Sus können (auch wenn das so ja gar nicht stimmt so fühlen sich die SUS oft)
providing students with chunks of language is not helpful	• Ich finde alte vorgegebene Sätze und Redewendungen schnell unnötig und unhilfreich, weil sich die SUS darauf stützen und nicht selber nachdenken wie sie ihre Sätze gliedern und aufbauen wollen, auch wenn sie es könnten und mündlich machen
general importance of writing	• Nichtsdestotrotz ist es wichtig, dass die Schüler in der Schule lernen, ordentliche, zusammenhängende und strukturierte Text zu verfassen
influence of modern technology (AI, translation programmes etc)	• Altergebrachtes ist nicht immer das Wahre und in Zeiten von neuen Medien und Technologien (zB ChatGPT) sollten ohnehin alternative Wege beschritten werden • Chat GPT wird große Veränderungen in diesem Bereich bringen, ich bin noch nicht sicher, wie ich damit umgehen soll. Derzeit müssen meine Schüler:innen ihre Texte handgeschrieben abgeben. • ChatGPT gibt derzeit neue Fragen für die Art des Unterrichtens auf, die diesen Fragebogen fast schon selbst in Frage stellen. Sorry. • ChatGPT verändert das Unterrichten bezügl. Kompetenz WRITING (: • Das Thema rund um Texte, die von AI verfasst werden, wird meiner Meinung nach Schreiben im Sprachenunterricht stark beeinflussen. HÜs werden dann vor allem in der OS nur noch per AI geschrieben. Das könnte dazu führen, dass mehr im Unterricht geschrieben wird oder auch weniger auf Wert auf Schreiben und mehr auf mündliche Antworten gelegt wird. Es wäre spannend zu wissen, wie eine ähnliche Umfrage dann in 10 Jahren ausfallen würde. • Grundsätzlich gebe ich immer weniger Pflicht-HÜs, weil die Konkurrenz zu Chat GPT und Google Translate zu groß ist. • Schreibhausübungen sind durch google Translate Programme und ChatGPT in meinen Klassen obsolet geworden. Die meisten Texte sind copy paste übernommen oder von Chat GPT geschrieben ;) • wird immer schwieriger zu beurteilen auf Grund digitalen Medien(Chat-GPT), Kopiertes zu beurteilen sinnlos • Zu Hause werden Texte kaum mehr eigenständig verfasst (copy-paste; AI, chatGPT, translation tools,...)
criticism of certain ("Matura") text types	• Yes, blogs should not be part of the Matura. They are ok as a transition phase in the 5th and 6th classes of upper secondary but aren't relevant for professional or academic goals. Blogging came about to give writers freedom in terms of style but do not necessarily strengthen abilities due to such freedom. Articles, at least, are dependent on readership for students to engage in the appropriate style. It is vital to show students how to develop ideas logically and to try to understand the reader. What's helped me is telling students they are writing to aliens who have all the

	words but still don't have an understanding how ideas coherently fit together.
it is important to support students throughout writing	Wirklich Sinn macht, selbst gut vorbereitet für jedes Thema / jede Textsorte heranzugehen, um ein abgerundetes Ergebnis zu erzielen. Außerdem verbale Ausdrucksalternativen bieten und auch beim Lesen von Texten im Unterricht schon darauf hinweisen, welche Schreibstrategie bzw. grammatikalische / idiomatische Feinheiten man für sich selbst ableiten kann. Meine SchülerInnen wertschätzen sehr, dass ich sie so durch die Schreibarbeit leite, von 1. bis 5. HAK. Das ist meiner Erfahrung nach besser als jede Gruppenarbeit und erzeugt durch das geordnete Vorgehen auch eine Art von Zufriedenheit mit dem Ergebnis, das durch Anleitung und Korrektur während der Entstehung gekennzeichnet ist und von den Schülern mit Freude als "das richtige Beispiel dafür, wie es geht" anerkannt wird.
in-class writing is important/should be done more	Ich finde, dass Schreiben, Schreibprozesse im Unterricht vermehrt unterrichtet werden sollen
social media fosters students' writing skills	Ich glaube dass das viele Verfassen und Aufnehmen von englischen Phrasen auf Social Media sich positiv auf die Schreibkompetenz von Schüler:innen auswirkt
experimentation/creativity is beneficial with teaching writing	- Mutig und offen zu sein hilft - mutig sein und individuelle Tasks erstellen, viel experimentieren und schon früh damit beginnen, meine 4A zB. freut sich immer drauf, wenn sie wieder in 2-3 Gruppen Texte verfassen dürfen, z.B. ghost stories zu Halloween werden dann vorgelesen, creative writing darf Spaß machen
writing paragraphs instead of writing texts	writing paragraphs (statt immer ganze Texte) finde ich sinnvoll
writing is not an important skill for students	- Hören, Lesen und Sprachanwendung beim Sprechen sind im Alltag wesentlich wichtiger. Schreiben als Output orientierte Aktivität lehne ich ab, mir wäre ein ergebnisoffenerer, kreativer Zugang lieber. - Wie bereits vorher erwähnt, finde ich es viel sinnvoller, den Schülern z.B. Präsentationen halten zu lassen. Dies brauchen sie später eher als einen perfekten "Article" zu schreiben. Wo wird denn das in der Berufswelt verlangt? Aber da liegt wahrscheinlich ein großer Unterschied zwischen AHS und BHS. Die BHS bereitet aufs Berufsleben vor. Im Beruf muss ich vor allem reden können und dies auch spontan ohne Vorbereitung (z.B. Telefonat, Kundengespräch, etc.) - wo brauchen Absolventen noch Schreibfähigkeiten im Berufsleben? Es gibt bereits so viel Vorgefertigtes online.
not all students can benefit from in-class writing	- not all the students can benefit from it if the students in one calss have different levels of English proficiency - schwierig mit Kindern, die SPF haben, v.a. aufgrund von Lese-Rechtschreibschwäche
(in-class) writing is (too) time-consuming	It is time-consuming and not all the students can benefit from it if the students in one calss have different levels of English proficiency
writing neglected (compared to the other skills)	- Ich habe in den über 10 Jahren meiner Nachhilfetätigkeit den Eindruck gewonnen, dass writing eher vernachlässigt wird. Wenig bis gar nicht im Unterricht gemacht, aber Lehrer erwarten gute Leistung bei den schüler-texten. Es fehlt an praktischen Tipps, wie man an einen schreibauftrag herangeht. - Ich versuche im Englischunterricht die 4 Skills Lesen, Sprechen, Schreiben und Hören abzudecken, allerdings wird dem Schreiben aktuell bestimmt am wenigsten Aufmerksamkeit geschenkt.
students do not care about writing	- Da es im Endeffekt auch nur 25% der Beurteilung ausmacht, wird es von vielen Schülern nicht so ernst genommen - Ich schreibe gerne mit den Kindern, aber es ist ihnen so egal, dass es fast schon weh tut

	• Leider gilt das Verfassen von Texten bei der Standardisierten Reifeprüfung viel zu wenig und daher wird das Verfassen von Texten von vielen SchülerInnen nicht ernst genug genommen. Nach dem Motto "es gilt ja eh nix.
teacher needs to invest lots of time for correction of texts	• Es ist viel Korrekturarbeit, die danach zu erledigen ist. • Es wird unglaublich viel Zeit ins Schreiben investiert, was Korrektur und Erarbeiten der Textsorten betrifft (Oberstufe). • Schreiben (in qualitativ hochwertiger Form!) zu unterrichten ist aufgrund des damit verbundenen enormen Korrekturaufwandes (welcher sich mit der Klassenschüleranzahl multipliziert!) immens zeitintensiv. Solange sich diese Tatsache nicht im Dienstrecht widerspiegelt (deutlich geringere Unterrichtsverpflichtung für Sprachenfächer) wird es nur wenige Idealisten geben, die bereit sind, diese Zeit zu investieren. • Es wäre wichtig sicherzustellen, dass sie das Feedback auch durchgehen aber alle Texte immer verbessern zu lassen und das zu überprüfen ist (in der Oberstufe bei voller Lehrverpflichtung) fast nicht möglich • Wenn man als Lehrperson eine volle Lehrverpflichtung mit ausschließlich Englisch hat (d.h. ca. 20 zu unterrichtende Stunden bzw. 7 zu unterrichtende Klassen) ist es sehr schwierig oder fast unmöglich pro Monat 1-2 Texte schreiben zu lassen, auch, wenn dies in Gruppen geschieht. Wichtig ist zudem, dass die Texte ordentlich verbessert werden (das kontrolliere ich sehr streng), sonst bleibt der Lerneffekt weg und der Schreibaufwand des/r Schülers/in und der Korrekturaufwand der Lehrperson war praktisch umsonst. • sehr zeitaufwendig in großen Klassen
lack of proficiency in L1 writing influences L2 writing	• Durch die fehlenden Kenntnisse in Deutsch haben die Kinder auch in Englisch Schwierigkeiten kreative Sätze auf Englisch zu bilden.
no time for creative writing or other text types	• dass kaum mehr Zeit bleibt für kreatives, geistreiches Schreiben und wichtige Texte wie Zusammenfassungen. • Sehr schade finde ich, dass in der Oberstufe oft nur noch Zeit bleibt, maturarelevante Textsorten zu üben, und auch die Schulbücher kaum noch Platz für kreative Schreibaufträge einräumen. Damit geht die Lust am Schreiben bei vielen verloren. • Leider liegt der Fokus in der Oberstufe hauptsächlich auf den maturarelevanten Textsorten und es bleibt wenig Freiraum für literarische / individuelle Schreibarbeiten • Im Grunde werden meist nur die Matura relevanten Textsorten geübt, für creative writing bspw bleibt kaum/nicht Zeit und Raum
inadequate training/preparation at university	• An der Uni Innsbruck hatte ich nur Writing IV. Skills I, II, III war nur für Bachelorstudent:innen und nicht Lehramtstudent:innen vorgesehen. Textsorten wurden in Skills IV auch überhaupt nicht durchgenommen - musst mir beim Unterrichten dann alles selber aneignen. • Das Studium bereitet kaum bis nicht auf den realen Unterricht vor. • Ich hoffe, deine Ergebnisse belegen, dass Lehramtsstudierende mehr Input seitens der Universität in Kursen brauchen, um diese Kompetenz besser zu unterrichten.
not enough (class) time for (in-class) writing	• 2 Englischstunden pro Woche sind nicht genug, um sich intensiv mit dem Schreiben zu beschäftigen • htl hat 2 std in der woche, es fehlt einfach die zeit um es tatsächlich in der schule machen zu lassen • Leider sind die Kapazitäten bei nur 3 oder 4 Stunden pro Woche zeitlich limitiert. Es fehlen Ressourcen, um diese Kompetenz in dem Maß vermitteln zu können, wie es eigentlich notwendig wäre. • In einem BORG ist wenig Zeit Lücken aus der Unterstufe zu füllen.
Kollaborstives Schreiben nimmt wirklich sehr viel Zeit in Anspruch. Alleine sind die Schüler*innen deutlich schneller.

	• Leider geben es die Umstände oft nicht her, dass man Schreiben im Unterricht einbauen kann. Schreiben ist sehr zeitaufwendig und es ist schwer die Balance zwischen all den Kompetenzen zu halten. • Schreiben im Unterricht ist grundsätzlich zu begrüßen, aus Zeitgründen oft aber schwer umsetzbar
(in-class) writing solely as preparation for "Matura"	• ..dient im Grunde als reine Vorbereitung auf die sRDP • Das Hintrainieren auf die banalen und z.T. sinnbefreiten RDP-Textsorten bzw. - Aufgaben führt dazu, dass kaum mehr Zeit bleibt für kreatives, geistreiches Schreiben und wichtige Texte wie Zusammenfassungen. • Die standardisierte RDP zwingt zum vermehrten Üben. • Sehr schade finde ich, dass in der Oberstufe oft nur noch Zeit bleibt, maturarelevante Textsorten zu üben, und auch die Schulbücher kaum noch Platz für kreative Schreibaufträge einräumen. Damit geht die Lust am Schreiben bei vielen verloren. • Leider liegt der Fokus in der Oberstufe hauptsächlich auf den maturarelevanten Textsorten und es bleibt wenig Freiraum für literarische / individuelle Schreibarbeiten • Manche Prozesse im Bezug auf schreiben im Englischunterricht sind reines teaching to the test für die Matura (vor allem doe Textsorten) • Matura gibt Richtung vor, jedoch sollte nie auf kreatives Schreiben vergessen werden. • Generell vermisse ich die Kreativität im Schreiben und bin kritisch gegenüber dem Textsortentraining, wenn es nur wegen des Erreichens der CEFR-Niveaustufen durchgeführt wird. • Im Grunde werden meist nur die Matura relevanten Textsorten geübt, für creative writing bspw bleibt kaum/nicht Zeit und Raum

17. Appendix F

Chi-square test results

Chi-square test for independence: Do you think that your teacher education has prepared you well to teach writing in the EFL classroom?

		Yes	No	Total
Novice teachers (1-5 years)	Count	25	31	56
	% within level of teaching experience	44,6%	55,4%	100,0%
	Adjusted Residual	2,3	-2,3	
Experienced teachers (5+ years)	Count	34	90	124
	% within level of teaching experience	27,4%	72,6%	100,0%
	Adjusted Residual	-2,3	2,3	
Total	Count	59	121	180
	% within level of teaching experience	32,8%	67,2%	100,0%

Chi-square test for independence: Writing texts together in the plenary

		(almost) never	1-2 times a year	1-2 times a semes- ter	1-2 times a month	once a week	Total
Lower secondary teachers	Count	6	4	8	13	11	42
	% within instruction level	14,3%	9,5%	19,0%	31,0%	26,2%	100,0%
	Adjusted Residual	-2,9	-1,4	-1,1	2,6	4,5	
Upper secondary teachers	Count	34	16	24	10	1	85
	% within instruction level	40,0%	18,8%	28,2%	11,8%	1,2%	100,0%
	Adjusted Residual	2,9	1,4	1,1	-2,6	-4,5	
Total	Count	40	20	32	23	12	127
	% within instruction level	31,5%	15,7%	25,2%	18,1%	9,4%	100,0%

Chi-square test for independence: Implementation of collaborative writing

		(almost) never	1-2 times a year	1-2 times a semes- ter	1-2 times a month	once a week	Total
Lower secondary teachers	Count	3	9	15	9	6	42
	% within instruction level	7,1%	21,4%	35,7%	21,4%	14,3%	100,0%
	Adjusted Residual	-2,4	1,0	,0	-,1	2,2	
Upper secondary teachers	Count	21	12	30	19	3	85
	% within instruction level	24,7%	14,1%	35,3%	22,4%	3,5%	100,0%
	Adjusted Residual	2,4	-1,0	,0	,1	-2,2	
Total	Count	24	21	45	28	9	127
	% within instruction level	18,9%	16,5%	35,4%	22,0%	7,1%	100,0%

Chi-square test for independence:
Have you employed collaborative writing in the EFL classroom before?

		Yes	No	Total
Lower secondary teachers	Count	26	16	42
	% within level of instruction	61,9%	38,1%	100,0%
	Adjusted Residual	-3,2	3,2	
Upper secondary teachers	Count	72	11	83
	% within level of instruction	86,7%	13,3%	100,0%
	Adjusted Residual	3,2	-3,2	
Total	Count	98	27	125
	% within level of instruction	78,4%	21,6%	100,0%

Chi-square test for independence: When employing CW, I worry about students' group dynamics.

		completely disagree	disagree	agree	completely agree	Total
Novice teachers (1-5 years)	Count	8	16	23	9	56
	% level of teaching experience	14,3%	28,6%	41,1%	16,1%	100,0%
	Adjusted Residual	-,2	-2,4	1,2	2,5	
Experienced teachers (5+ years)	Count	19	58	39	6	122
	% within level of teaching experience	15,6%	47,5%	32,0%	4,9%	100,0%
	Adjusted Residual	,2	2,4	-1,2	-2,5	
Total	Count	27	74	62	15	178
	% within level of teaching experience	15,2%	41,6%	34,8%	8,4%	100,0%

Chi-square test for independence: When employing CW, I worry that only one student will contribute to the text.

		completely disagree	disagree	agree	completely agree	Total
Novice teachers (1-5 years)	Count	4	9	28	15	56
	% within level of teaching experience	7,1%	16,1%	50,0%	26,8%	100,0%
	Adjusted Residual	,2	-1,5	-,9	2,8	
Experienced teachers (5+ years)	Count	8	32	70	13	123
	% within level of teaching experience	6,5%	26,0%	56,9%	10,6%	100,0%
	Adjusted Residual	-,2	1,5	,9	-2,8	
Total	Count	12	41	98	28	179
	% within level of teaching experience	6,7%	22,9%	54,7%	15,6%	100,0%

18. Appendix G

Questionnaire results for teacher trainees

Teacher trainees were not asked to draw from their experience of teaching writing in the classroom when answering the survey but were enquired about practical traineeships they might have already completed as part of their teacher education. The majority of them, namely approximately 57% had already taught the skill of writing in one of their English traineeships at a school before. The other 43% indicated that they had not done so (see Table 31).

Table 31: Teacher trainees' frequency of teaching writing

Have you taught/talked about the skill of writing in one of your English traineeships at a school before?				
	Frequency	Percent	Valid %	Cumulative %
Yes	21	56,8	56,8	56,8
No	16	43,2	43,2	100,0
Total	37	100,0	100,0	

Rather similar findings can be observed with the next item. Approximately 57% of participating trainees mentioned that they have let their students write a text with multiple paragraphs in one of their traineeships before, while the other 43% has apparently not had the chance to do so yet (see Table 32).

Table 32: Teacher trainees' frequency of writing

Have you let your students write texts with multiple paragraphs in one of your English traineeships at a school before?				
	Frequency	Percent	Valid %	Cumulative %
Yes	21	56,8	56,8	56,8
No	16	43,2	43,2	100,0
Total	37	100,0	100,0	

The participating teacher trainees could naturally not be asked about the frequency at which they employ certain in-class writing activities, as they do not teach regularly at a school yet. However, they were asked to indicate which of the given in-class writing activities they had already implemented in one of their traineeships at a school. As can be seen in the table below, approximately half of the participating trainees has already implemented individual or collaborative brainstorming before writing a text. Talking about different text types with the students was also chosen by a number of trainees, namely approximately 43%, as one of the in-class writing activities they have already employed. Working in the plenary, i.e. writing and reading/discussing texts together in the plenary, was not employed by the participating university students to a great extent with percentages of employment of 8% and 14% respectively. A

rather substantial number of teacher trainees, more specifically 27%, even indicated that they have never implemented any of the given in-class writing activities in an Austrian EFL classroom before.

Table 33: Teacher trainees' implementation of in-class writing activities

Have you employed any of the following in-class writing practices in one of your English traineeships at a school before?

		No	Yes
Practicing writing strategies and processes (planning, outlining, revising etc.)	Count	24	13
	Row Valid N %	64,9%	35,1%
Talking about different text types (purpose, qualities, layout etc.)	Count	21	16
	Row Valid N %	56,8%	43,2%
Analysing and discussing example texts	Count	24	13
	Row Valid N %	64,9%	35,1%
Brainstorming (individually or collaboratively)	Count	19	18
	Row Valid N %	51,4%	48,6%
Writing texts together in the plenary	Count	34	3
	Row Valid N %	91,9%	8,1%
Collaborative writing (students write a text in pairs/groups)	Count	28	9
	Row Valid N %	75,7%	24,3%
Reading and/or discussing student texts in the plenary	Count	32	5
	Row Valid N %	86,5%	13,5%
Peer feedback (students give each other feedback)	Count	29	8
	Row Valid N %	78,4%	21,6%
None of the above	Count	27	10
	Row Valid N %	73,0%	27,0%

The participating university students were also enquired about how prepared they felt to teach writing in the Austrian EFL classroom with their (current) level of teacher education. As evident from the table below, answers to this question were rather varied, with the responses being split right through the middle. Approximately 49% of teacher trainees argue that their teacher education has prepared them well for writing instruction in the EFL classroom, while the other 51% of trainees argue that this is not the case. In contrast to the teachers who participated in the study, trainees seem to feel that their teacher education has prepared them for teaching, and specifically the teaching of writing, to a greater extent.

Table 34: Teacher trainees' views on teacher training

Do you think that your teacher education has prepared you well to teach writing in the EFL classroom?				
	Frequency	Percent	Valid %	Cumulative %
Yes	18	48,6	48,6	48,6
No	19	51,4	51,4	100,0
Total	37	100,0	100,0	

In response to what aspects of their teacher training especially benefited them, several teacher trainees mentioned specific (writing) seminars as helpful. The common themes which were identified for that question are presented in the table below.

Table 35: Teacher trainees' answers regarding beneficial aspects of teacher training

	Frequency	Percent
specific (writing) seminars	6	60,00
practice in traineeships	1	10,00
other language studies	1	10,00
ideas regarding what and how to teach	1	10,00
solidifying one's knowledge	1	10,00
SUM	10	100,00

Those trainees who argued that their teacher training has not yet prepared them well to teach writing in the EFL classroom, were asked to indicate what was missing for them (so far). The common themes for this question are summarised in the table below. As evident, some participants mentioned that they would appreciate more input on concrete methods and ways to teach writing. On top of that, a few university students mentioned a lack of practical hands-on experience during their teacher education as well as a lack of input on how to best support struggling students with their writing.

Table 36: Teacher trainees' answers regarding what was lacking in teacher training

	Frequency	Percent
methods and ways to teach writing	3	37,50
lack of practical experience	2	25,00
supporting (struggling) students with writing	2	25,00
discussing relevant text types	1	12,50
SUM	8	100,00

Teacher trainees who participated in this study were of course also enquired about collaborative writing, the particular in-class writing activity that is focussed on within this thesis. As can

be examined in the table below, almost all of the participating trainees (97%) are aware of the method of CW.

Table 37: Teacher trainees' awareness of CW

Have you heard of the "collaborative writing" (CW) method, where students write texts in pairs or groups?				
	Frequency	Percent	Valid %	Cumulative %
Yes	36	97,3	97,3	97,3
No	1	2,7	2,7	100,0
Total	37	100,0	100,0	

When it comes to the university students' beliefs about CW, they especially seem to agree with potential beneficial aspects of CW. Teacher trainees indicated that they believe students can benefit from CW ($M = 3.41$), can support each other through mutual scaffolding ($M = 3.51$) and can learn from each other as well ($M = 3.49$). When it comes to difficulties associated with CW, trainees seem to be especially worried about a potentially unequal distribution of the workload within pairs or groups writing collaboratively ($M = 3.08$). Lastly, it is also important to mention that trainees tend to believe that CW is more suitable for more proficient learners ($M = 2.78$), although responses to this item seem to be rather varied, which can be discerned from a rather high standard deviation of 0.917.

Table 38: Teacher trainees' general beliefs about CW

	N	Min.	Max.	Mean	Std. Dev.
Students can benefit from collaborative writing.	37	2	4	3,41	,644
Collaborative writing enables students to support each other through mutual scaffolding.	37	2	4	3,51	,559
Collaborative writing enables students to learn from each other and expand their individual language skills.	37	2	4	3,49	,607
When employing CW, I worry about students' group dynamics.	37	2	4	2,70	,777
When employing CW, I worry that the students will mostly use their first language to exchange ideas.	37	1	4	2,62	,794
When employing CW, I worry that only one student will contribute to the text.	37	2	4	3,08	,682
When employing CW, I cannot evaluate students' individual progress.	37	1	4	2,86	,822

When employing CW, I cannot evaluate students' individual progress.	37	1	4	2,70	,777
CW is more suitable for proficient learners (e.g. learners in the upper secondary).	37	1	4	2,78	,917
Valid N	37				

As one of the last questions of the survey, teacher trainees were asked whether they had implemented CW as an in-class writing activity in an EFL classroom before. As evident from the table below, three quarters of the participating university students indicated that they have not done so. Only approximately 22% of trainees have employed CW in an English traineeship before. This finding stands in stark contrast to what the teachers who participated in the study indicated. While a majority of the participating teachers have employed CW in their classrooms before, most of the participating trainees have not been able to do so (yet). The reasons for this are presented in the following.

Table 39: Teacher trainees' implementation of CW

Have you employed CW in one of your English traineeships at a school before?				
	Frequency	Percent	Valid %	Cumulative %
Yes	8	21,6	22,2	22,2
No	28	75,7	77,8	100,0
Total	36	97,3	100,0	
Missing	1	2,7		
Total	37	100,0		

The participating teacher trainees were of course given the opportunity to explain why they had or had not (yet) implemented CW in an EFL classroom. When it comes to reasons against employing CW, 13 common themes could be identified amongst the university students' answers (see Table 40). Most frequently, trainees referred to the fact that the opportunity to teach writing collaboratively had simply not presented itself so far. On top of that, some university students mentioned that a collaborative writing activity did not fit the requirements of the traineeship, which is where they mostly referred to the wants and needs of their mentor teacher. Lastly, a few trainees also indicated that CW activities would have taken too much time and were therefore never implemented.

Table 40: Teacher trainees' reasons against implementing CW

	Frequency	Percent
opportunity did not present itself	5	38,46
did not fit the requirements of the traineeship	4	30,77
takes too much time	3	23,08

not appropriate for age/proficiency of learners	1	7,69
SUM	13	100,00

Those university students who have already implemented CW activities during one of their English traineeships could explain why they had done so. As evident from the table below, the participants' answers were rather varied for this question, which is why common themes were rather difficult to identify. However, a few respondents mentioned that CW presented itself as an appropriate activity for certain tasks or text types they had wanted to tackle. Other than that, numerous other aspects, such as fostering student motivation and communication skills, time management and students' mutual support were mentioned as beneficial aspects of CW. One participant even indicated that they implemented CW as part of an action research project they had to implement for university.

Table 41: Teacher trainees' reasons for implementing CW

	Frequency	Percent
appropriate for certain text types/tasks	2	25,00
foster student motivation	1	12,50
saves time	1	12,50
foster interaction/communication	1	12,50
for research purposes	1	12,50
less proficient students can learn from others	1	12,50
beneficial method	1	12,50
SUM	8	100,00