

Beate Leßmann: Authors' Circles. Children in Primary School develop literacy competencies by discussing their texts - an interdisciplinary theory-building study (Summary Dissertation, University of Kassel)

In this dissertation, experiences with the teaching format "Authors' Circle" ("Autorenrunde") (Leßmann 2010) are systematically examined. An important point of reference here is "Action Research" (Altrichter/Posch 2007) because its core aim as a method is to scientifically reflect and investigate direct teaching experience. This review has led to practice theories in the sense of a "Theory of Practice" according to Bourdieu (1972) proving to be particularly suitable for the critical analysis and theoretical order formation of the teaching experience.

Based on practice theories (Bourdieu 1985, 1987, Reckwitz 2003, 2016), literacy activities of the pupils are therefore regarded as social practice (Street 1984). Within the discourse on literacy (Feilke 2016, Isler 2014 and others), Authors' Circles are defined as literacy practices within school intended to enable participation. Therefore participation theoretically requires the connection of the schooled-related format to non-schooled-related literacy practices and culturally related social practices. For this reason, the study develops a definition of literacy competencies („Literale Kompetenzen“) based on the discussion of socio-cultural and educational theoretical competence-related discourses (Weinert 2001, Groeben 2002, Wernke/Zierer 2017 and others). Hereby it turns out that the specificity of such a definition of literacy competencies is an interweaving of cultural, implicitly literal-linguistic and explicit-linguistic competencies. This definition, however, is theoretically based on the interpretation of the sociality of literacy activities in Authors' Circles.

This practice theory approach of sociality, therefore, leads firstly to a theoretical examination of the models from writing process research (Hayes/ Flower 1980, Hayes/Olinghouse 2015 and others) and linguistics (Ehlich 1984, Nussbaumer 1991). From a linguistic-textual perspective, it is discussed to what extent the social practice of Authors' Circles format can lead to the formation of text knowledge and text quality. Secondly, from a hermeneutic perspective, social aspects, namely the connections between understanding and comprehension in dialogical learning processes (Ruf/Gallin 2014) such as Authors' Circles, will be discussed. Finally, the perspectives of childhood research (Heinzel 2012) emphasize that children act socially in their texts and conversations about their writing products and thus actively participate in the production of a literacy-related social reality. After each of the four perspectives has been developed, children's texts, excerpts from conversations, etc. from class will be interpreted from the researcher's perspective.

An outlook opens up horizons for teaching research from a cultural perspective. The explanations on the development of literacy competencies are generalized on an experimental basis into a model that designs „literacy-related identity“ („Literale Identität“) as a claim and possibility of formal education in Primary School teaching and its research. A first benefit of this model can be seen in the fact that it enables well-founded criticism of current, common writing concepts and the discourse on writing research. The critique shows the problem of empirical research that aims to map and investigate writing skills primarily through intervention studies based on previously defined variables. The practice theory-oriented study concludes with concrete suggestions for future empirical research projects.