

# Publications

## Monographs

Trüb, R. (2022). *An empirical study of EFL writing at primary school*. Narr Francke Attempto.  
<https://doi.org/10.24053/9783823395430> (open access)

## Research articles and book chapters

Trüb, R., Lohmann, J., Möller, J., & Keller, S. D. (in prep.). *Pursuing fair writing assessment: Halo effects in primary school EFL writing*.

Egli Cuenat, M., Trüb, R., & Oliveira, M. (under review). Anregung des Transfers von Schreibkompetenzen von der ersten Fremdsprache Englisch in die zweite Fremdsprache Französisch (L3) am Ende der Primarstufe – eine Pilotstudie [Stimulating the transfer of writing skills from English as a first foreign language to French as a second foreign language (L3) at the end of primary school – a pilot study]. In K. Göbel & L. Schmelter (Eds.), *Empirische Zugriffe auf Mehrsprachigkeitsorientierung im Fremdsprachenunterricht – Ergebnisse und methodologisch-methodische Herausforderungen*. Peter Lang.

Trüb, R., Möller, J., Lohmann, J., Jansen, T., & Keller, S. D. (under review). *An empirical analysis of teacher judgment accuracy in the assessment of young foreign language learners' texts at CEFR levels A1 and A2*.

Lohmann, J. F., Junge, F., Möller, J., Fleckenstein, J., Trüb, R., Keller, S., Jansen, T., & Horbach, A. (2024). Neural networks or linguistic features? – Comparing different machine-learning approaches for automated assessment of text quality traits among L1- and L2-learners' argumentative essays. *International Journal of Artificial Intelligence in Education*. <https://doi.org/10.1007/s40593-024-00426-w>

Keller, S. D., Lohmann, J., Trüb, R., Fleckenstein, J., Meyer, J., Jansen, T., & Möller, J. (2024). Language quality, content, structure: What analytic ratings tell us about EFL writing skills at upper secondary school level in Germany and Switzerland. *Journal of Second Language Writing*, 65, 101129.  
<https://doi.org/10.1016/j.jslw.2024.101129>

Fleckenstein, J., Jansen, T., Meyer, J., Trüb, R., Raubach, E. E., & Keller, S. D. (2024). How am I going? Behavioral engagement mediates the effect of individual feedback on writing performance. *Learning and Instruction*, 93, 101977. <https://doi.org/10.1016/j.learninstruc.2024.101977>

Ding, Y., Trüb, R., Keller, S. D., Fleckenstein, J., & Horbach, A. (2023). Sequence tagging in EFL email texts as feedback for language learners. *Proceedings of the 12th Workshop on Natural Language Processing for Computer Assisted Language Learning (NLP4CALL 2023)*, 53–62. <https://doi.org/10.3384/ecp197007>

Keller, S. D., Trüb, R., Raubach, E., Meyer, J., Jansen, T., & Fleckenstein, J. (2023). Designing and validating an assessment rubric for writing emails in English as a foreign language. *RISTAL*, 6, 16–48.  
<https://doi.org/10.2478/ristal-2023-0002>

Trüb, R., & Keller, S. D. (2021). Conceptualising and measuring writing in English as a foreign language at primary school. In S. Frisch & J. Rymarczyk (Eds.), *Current Research into young foreign language learners' literacy skills* (pp. 113–138). Peter Lang. <https://doi.org/https://doi.org/10.3726/b19101>

Trüb, R. (2015). The effect of text-to-speech technology on the reading intelligibility of a group of Swiss EFL learners aged 11-12. In N. Taylor (Ed.), *Teaching English to Young Learners: 2014 International TEYL Research Papers* (pp. 29–44). University of York.

## Conference Papers (peer-reviewed)

**Trüb, R.**, Lohmann, J., Möller, J., & Keller, S. D. (2024, April, 11–14). *Pursuing fair writing assessment: Halo effects in primary school EFL writing* [Conference paper]. Annual Meeting of the National Council on Measurement in Education (NCME), Philadelphia, PA, United States.

Ding, Y., **Trüb, R.**, Keller, S. D., Fleckenstein, J., & Horbach, A. (2023, May 22). *Sequence tagging in EFL email texts as feedback for language learners* [Conference paper]. 12th Workshop on Natural Language Processing for Computer Assisted Language Learning, Tórshavn, Faroe Islands.

**Trüb, R.**, Keller, S. D., Möller, J., & Jansen, T. (2023, April, 13–16). *Pursuing fair writing assessment: The relationship between text heterogeneity and teacher judgment bias* [Conference paper]. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL, United States.

## Publications for teachers

Bader, U., Fuchs Wyder, T., & **Trüb, R. (in prep.)**. *Vom Input zum Output: Das L-I-O Modell zur Förderung kommunikativer Sprachkompetenzen im Fremdsprachenunterricht* [From input to output: The L-I-O model as a tool to promote communicative language competences in the foreign language classroom].

Gubler, B., & **Trüb, R. (2023, October 19)**. *Fremdsprachen – Beurteilung des Kompetenzbereichs «Sprache(n) im Fokus»* [Foreign languages – Assessment of the competence area ‘Language(s) in focus’] [Video File]. <https://www.fhnw.ch/de/die-fhnw/hochschulen/ph/institute/institut-primarstufe/professuren-am-ip/professur-fremdsprachendidaktik/projekte-und-publikationen/fremdsprachen-beurteilung-des-kompetenzbereichs-sprache-n-im-fokus>

Bader, U., & **Trüb, R. (2019, September 5)**. *Lehrplan 21 und das Primar-Englischlehrmittel Double Decker* [Curriculum 21 and the course book Double Decker for teaching English at primary school] [Video File]. <https://www.fhnw.ch/de/die-fhnw/hochschulen/ph/institute/institut-primarstufe/professuren-am-ip/professur-fremdsprachendidaktik/projekte-und-publikationen/double-decker>

Bader, U., & **Trüb, R. (2018)**. *Kompetenzorientierung im neuen Englischlehrmittel* [Competence-orientation in the new English course book]. Schulblatt Baden, 11/2018, 17.

Bader, U., & **Trüb, R. (2017)**. *Englisch lernen im Schloss Hallwyl* [Learning English at Hallwyl Castle]. Schulblatt AG/SO, 6/2017, 28.

Vogt, S., **Trüb, R.**, & Bader U. (2016). *Schreibförderung im Englischunterricht an der Primarschule* [Promoting writing in English classes at primary school]. Schulblatt AG/SO, 20/2016, 47.

## Teaching materials

Arnet-Clark, I., Frank Schmid, S., & Ritter, G. (2025). *New World 1* (Englisch as a second foreign language). Klett und Balmer. [Course consultant].

Lobo, M. J., & Subir, P. (2020). *Double Decker 3* (Macmillan Education, Ed.). Macmillan Education. (Original work “Top Deck Level 1” published 2013). [Course consultant].

Taylor, N., & Watts, M. (2019). *Double Decker 2*. Macmillan Education. [Course consultant].

Taylor, N., & Watts, M. (2018). *Double Decker 1*. Macmillan Education. [Course consultant].

## Presentations

### Presentations at international conferences

- Trüb, R.,** Lohmann, J., Möller, J., & Keller, S. D. (2024, September 19–20). *Aiming at high-quality classroom assessment: Can awareness-raising prompts reduce halo effects in writing assessment?* [Paper presentation]. NCME Special Conference on Classroom Assessment (National Council on Measurement in Education). Chicago, IL, United States.
- Trüb, R.,** Lohmann, J., Möller, J., & Keller, S. D. (2024, April 11–14). *Pursuing fair writing assessment: Halo effects in primary school EFL writing* [Paper presentation]. Annual Meeting of the National Council on Measurement in Education (NCME). Philadelphia, PA, United States.
- Egli-Cuenat, M., **Trüb, R.,** & Oliveira, M. (2023, November 9–10). *Anregung des Transfers von Schreibkompetenzen von der ersten Fremdsprache Englisch in die zweite Fremdsprache Französisch (L3) am Ende der Primarstufe – eine Pilotstudie* [Stimulating the transfer of writing skills from English as a first foreign language to French as a second foreign language (L3) at the end of primary school – a pilot study] [Paper presentation]. Conference on Multilingualism. Davos, Switzerland.
- Trüb, R.,** & Keller, S. D. (2023, June 7–10). *Improving genre-specific writing in an online learning environment* [Paper presentation]. Conference on Evidence-Based Foreign Language Learning and Multilingualism in Education. Ascona, Switzerland.
- Trüb, R.,** Keller, S. D., Möller, J., & Jansen, T. (2023, April 13–16). *Pursuing fair writing assessment: the relationship between text heterogeneity and teacher judgment bias* [Roundtable presentation]. Annual Meeting of the American Educational Research Association (AERA). Chicago, IL, United States.
- Trüb, R.,** Keller, S. D., Möller, J., Lohmann, J. & Jansen, T. (2023, February 28–March 2). *Herausforderung Textbeurteilung: Eine Analyse von Urteils(un)genauigkeit bei der Beurteilung englischer Schülertexte der Primarstufe* [The challenge of text assessment: An analysis of judgement (in)accuracy in the assessment of primary school English learners' texts] [Symposium presentation]. Conference of the Society for Empirical Educational Research (GEBF). Essen, Germany.
- Trüb, R.** (2022, September 22–23). *An empirical study of EFL writing at primary school* [Poster presentation]. Online ATFLY Conference (Advances in Teaching Foreign Languages to Young Learners). Wuppertal, Germany.
- Keller, S. D. & **Trüb, R.** (2022, September 12). *Was macht Feedback zu englischen Schülertexten lernwirksam?* [What makes feedback on English student texts effective for learning?] [Paper presentation]. Annual Conference of the Swiss Society for Research in Education (SGBF). Lausanne, Switzerland.
- Trüb, R.,** Raubach, E., Kneubühler S., & Keller, S. D. (2022, March 9–11). *Promoting genre-specific writing competence with an online learning tool for English as a foreign language* [Paper presentation]. Online Conference of the Society for Empirical Educational Research (GEBF). Bamberg, Germany.
- Keller, S. D., **Trüb, R.,** & Raubach, E. (2022, January 19–20). *Rubric-basiertes Feedback beim englischen Schreiben. Wer profitiert und wie viel?* [Rubric-based feedback in English writing. Who benefits and how much?] [Paper presentation]. Online Conference «SchreibenPlus: Mythos Schreibmotivation». Zurich, Switzerland.
- Raubach, E., Keller, S. D., & **Trüb, R.** (2021, June 11–12). *Wirksamkeit von Feedback beim englischen Schreiben auf der Sekundarstufe I* [Effectiveness of feedback in English writing at lower secondary level] [Paper presentation]. Online Conference «Lesen und Schreiben: Texte rezipieren, integrieren, produzieren». Windisch, Switzerland.

**Trüb, R. (2018, June 13–15).** *Measuring EFL Writing at primary school* [Symposium presentation]. Early Language Learning Conference. Reykjavik, Iceland.

### **Further scientific presentations (national conferences, invited presentations, research colloquia etc.)**

**Trüb, R. (2024, April 18).** *Training assessment competencies for teaching English at primary school* [Poster presentation]. Closing conference of the Swiss Universities P-9 Grant Program for Subject-Specific Education. Kreuzlingen, Switzerland.

**Trüb, R., Keller, S. D., Möller, J., & Jansen, T. (2022, November 24-25).** *Diagnosekompetenz von (angehenden) Lehrkräften beim Beurteilen englischer Texte auf der Primarstufe* [Diagnostic competence of (trainee) teachers when assessing English texts at primary level] [Workshop]. Communis Days of the School of Education, University of Applied Sciences and Arts Northwestern Switzerland. Windisch, Switzerland.

**Trüb, R. (2022, August 29).** *Beurteilung von Schreibprodukten im Englischunterricht an der Grundschule: Herausforderung Textheterogenität und ihr Einfluss auf die Urteilsgenauigkeit* [Assessing writing in primary school English classes: the challenge of text heterogeneity and its influence on judgment accuracy] [Colloquium presentation]. Research colloquium on diagnostic competence. Kiel, Germany.

**Trüb, R., Laarmann-Quante, R., & Horbach, A., Zesch, T. (2022, May 18).** *Förderung genre-spezifischer Schreibkompetenz im Fach Englisch als Fremdsprache in einer online-Lernumgebung und Ausblick auf Möglichkeiten zur Automatisierung* [Promoting genre-specific writing skills in English as a foreign language in an online learning environment and an outlook on possibilities for automation] [Colloquium presentation]. Online research colloquium of the Interdisciplinary Research Cluster «Digitalization, Diversity and Lifelong Learning – Consequences for Higher Education» (D2L2). Hagen, Germany.

**Trüb, R. (2022, May 13).** *An Empirical Study of EFL Writing at Primary School: Aktuelle Forschungsergebnisse und Ausblick auf laufende und zukünftige Studien* [An empirical study of EFL writing at primary school: Current research results and outlook on ongoing and future studies] [Colloquium presentation]. Research colloquium of the Chair for English as a Foreign Language (EFL) Education. Essen, Germany.

**Trüb, R. (2022, April 28).** *Eine empirische Studie über das Schreiben im Englischunterricht an der Primarschule: Forschungsergebnisse und ihre Bedeutung für die PH FHNW und die Berufspraxis* [An empirical study of EFL writing at primary school: Research results and their significance for the FHNW School of Education and teaching practice] [Colloquium presentation]. Online colloquium of the Chair for Learning and Teaching Foreign Languages. Windisch, Switzerland.

**Trüb, R. (2021, March 19).** *Schreiben im Englischunterricht an der Primarschule* [Writing in the English classroom at primary school] [Paper presentation]. Interdisciplinary research exchange «Dis-Agree». Basel, Switzerland.

**Trüb, R., Raubach, E. & Keller, S. D. (2021, March 15).** *E-Rubrix: Wirksamkeit von Feedback beim englischen Schreiben auf der Sekundarstufe I* [E-Rubrix: Effectiveness of feedback in English writing at lower secondary level] [Paper presentation]. Online Departmental Conference of the Institute for Secondary Education, School of Education, University of Applied Sciences and Arts Northwestern Switzerland. Muttenz, Switzerland.

**Trüb, R. (2020, February 1).** *Schreiben im Englischunterricht auf der Primarstufe: Erste Ergebnisse des Forschungsprojekts «An Empirical Study of EFL Writing at Primary School»* [Writing in the English classroom at primary school: Initial results of the research project «An empirical study of EFL writing at primary school»] [Presentation]. Annual Foundation Conference of the Aebli-Näf Foundation Switzerland. Burgdorf, Switzerland.

**Trüb, R. (2017, November 24).** *An Empirical Study of EFL Writing at Primary School: Methodische Herausforderungen* [An empirical study on EFL writing in elementary school: Methodological challenges] [Symposium presentation]. Research Day of the School of Education, University of Applied Sciences and Arts Northwestern Switzerland. Basel, Switzerland.

**Trüb, R. (2017, September 22).** *An Empirical Study of EFL Writing at Primary School – Schreiben im Englischunterricht an der Primarschule. Konzepte, Methodik und Ergebnisse der Pilotstudie* [Writing in the English language classroom at primary school. Concepts, methodology and results of the pilot study]. [Presentation]. «Séance Thématique» of the Association for Foreign Language Teaching in Switzerland (ADLES). Zürich, Switzerland.

### **Presentations and workshops for teachers**

**Trüb, R. (2023, November 29).** *Schreibkompetenz im Fremdsprachenunterricht* [Writing competence in foreign language teaching] [Workshop]. «Forum Fremdsprachen gemeinsam unterrichten» of the FHNW Institute for Continuing Education and Counseling. Windisch, Switzerland.

Bader, U., Hochuli, L., & **Trüb, R. (2022, June 15).** *Double Decker 4 – Aufbau, Veränderungen, didaktische Aspekte* [Double Decker 4 - Structure, changes, methodological aspects] [Presentation]. Double Decker 4 Introduction Event at the FHNW Institute for Continuing Education and Counseling. Windisch, Switzerland.

**Trüb, R., & Bader, U. (2021, May 19).** *Aufbau und Didaktik des Englischlehrmittels Double Decker 3* [Structure and methodology of the English course book material Double Decker 3] [Presentation]. Double Decker 3 online Introduction Event of the the FHNW Institute for Continuing Education and Counseling. Windisch, Switzerland.

Bader, U., & **Trüb, R. (2019, May 14 and 22).** *Wichtige methodische Konzepte in Double Decker 2* [Important methodological concepts in Double Decker 2] [Presentation]. Double Decker 2 Introduction Event at the FHNW Institute for Continuing Education and Counseling. Windisch, Switzerland.

**Trüb, R., & Bader, U. (2018, May 15-16 and 2019, May 15).** *Neue didaktische Konzepte in Double Decker 1 und Lehrplan 21* [New methodological concepts in Double Decker 1 and the Curriculum 21] [Presentation]. Double Decker 1 Introduction Event at the FHNW Institute for Continuing Education and Counseling. Windisch, Switzerland.