

<b>Projekttitle</b>	<b>Investigating the impact of teacher intervention on the development of classroom learner-learner interaction</b>
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<b>Abstract</b>	<p>This thesis investigated the impact of individualised feedback on the development of interaction strategies used by low-level learners. 8 pairs of learners with a wide range of proficiency and language backgrounds were recorded while solving an oral task at 10 different points in time (10 months in total). Besides, 12 stimulated recall interviews with the same pairs of learners were conducted. Data were collected in two state school Real and Sek 7 classes during normal classroom time and in collaboration with the two regular teachers. In months 4-6, every pair of learners received individualised feedback on how he/she could improve the use of interaction strategies. For this purpose, a list of various possible strategies and corresponding English phrases was created from which suitable strategies could be chosen. The regular teachers then provided the feedback to the learners. To investigate the development of interaction strategies, an exploratory sequential mixed-methods design (Creswell &amp; Clark, 2010) was used. Transcripts of the task recordings were made and analysed regarding which strategies learners used to overcome resource deficits. Stimulated recall data complemented this analysis. Emerging codes were then used to analyse the data quantitatively, employing a single subject multiple baseline design (Lodico, Spaulding, &amp; Voegtler, 2010). These findings were then compared to an analysis of the same data for fluency, syntactical and lexical complexity. Findings show that overall, learners prefer the same pair- or learner-specific bundle of strategies throughout the ten months. Some pairs almost exclusively used self-reliant strategies whereas others displayed a wide range of other-support strategies. Immediately after the feedback, some learners did use more of the strategies the teacher suggested or they used a more sophisticated form of a strategy, e.g. seeking assistance in English rather than the school language. Some changes stayed while other measures reverted to pre-intervention levels. Most gains in proficiency could be observed in learners' fluency. Fluency even improved significantly immediately after the feedback by the teacher. Besides, use of listener support, implicit and explicit support strategies correlated with frequent use of modifications of utterances towards more standard English. This study confirms the view that many different factors such as willingness to communicate, personal affective aspects and linguistic proficiency impact on the nature of task-based learner-learner interaction and that teacher intervention can only be effective when it also addresses underlying patterns of interaction and other relevant factors. The findings also shed light on which aspects might overrule others and demonstrates that some strategies are indeed transferred from other languages. Therefore, based on the findings from this project, a cascade feedback sheet is suggested which may permit teachers to provide more effective individually-tailored feedback.</p>
<b>Schlagworte</b>	Learner-learner interaction, task-based learning, interaction strategies
<b>Laufzeit</b>	01.02.2015 bis 31.12.2017