

Sprachsensibel im vorschulischen Bereich und der Primarstufe unterrichten

3-4: Principles of Input and Interaction

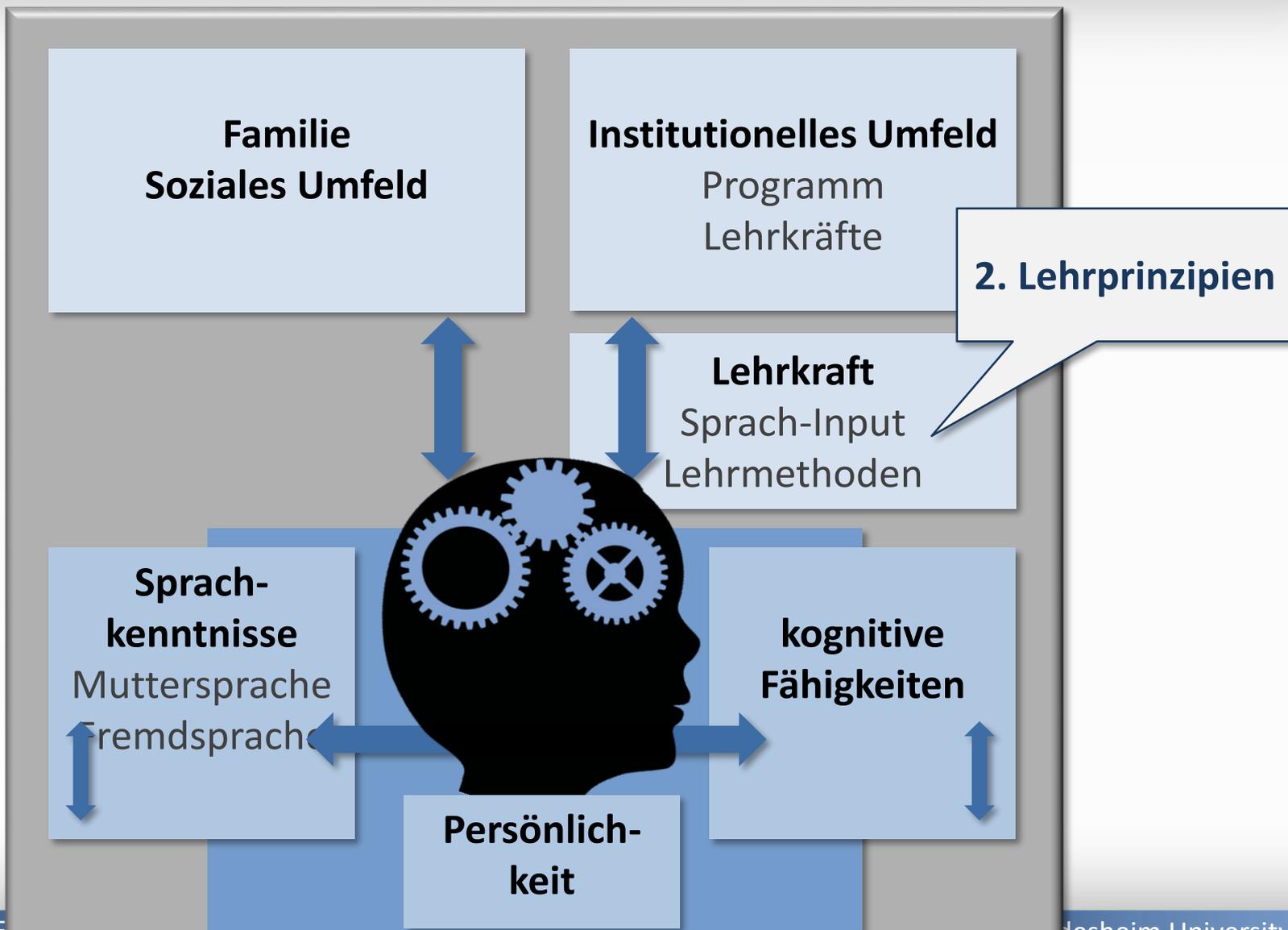
Regionale Fortbildung Washington, D.C., 28.02.-02.03.2019

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Programm





Abbreviations

SLA = Second Language Acquisition

FLA = Foreign Language Acquisition

L1 = mother tongue

L2 = second/foreign language



Input and Interaction in the L2

- Video Stephen Krashen on Comprehensible Input (Youtube)



Brainstorming

Input is the most important prerequisite for second language acquisition.

(Gass & Mackey 2015)

What do you think ...

- ... which aspects of a teacher's L2 input foster foreign language acquisition?





Krashen's Input Hypothesis (1982)

- ***Comprehensible Input "is it!"***
the most important factor for language acquisition
- a good language teacher: "someone who can make input comprehensible to a non-native speaker, regardless of his or her level of competence in the target language" (p. 64)
- **Video: In what ways does the teacher make input comprehensible? Try to find categories!**

Krashen, S.D. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.



Foreign Language Input

Krashen's Input Hypothesis (1982)

➤ Videos "*Clay*", "*Firemen*"

Video Stephen Krashen on Comprehensible Input:

https://www.google.de/search?dcr=0&ei=1B8cWo-HLNK1kwWDvKOQCA&q=stephen+krashen+comprehensible+input+youtube&oq=stephen+krashen%27s+comprehensible+input&gs_l=psy-ab.3.0.0i30k1l4.54354.58500.0.61096.10.10.0.0.0.0.319.1229.1j6j0j1.8.0....0...1c.1.64.psy-ab..2.8.1220...0i7i30k1j0i13k1j0i13i30k1j0i7i30i19k1j0i19k1j0i30i19k1.0.QRu1Ttsq4hM



Video Bilingual Preschool





2. L2-Input der Lehrkraft

Scaffolding

T: Here is a sun # (hält eine Sonnenform aus Ton hoch, die Kinder sprechen durcheinander), psst, here is a sun (LL1 sagt: Leise) # here is a sun. I took # clay # (hält ein Tonpaket hoch) clay

LL2: clay

T: yeah, and I KNEAded the clay (demonstriert kneten mit beiden Händen). It's called WEDging, when you do that. And you SMACK it down (macht vor, wie man einen Tonklumpen auf den Tisch wirft)

LL2: *Du knetet # es*

T: you throw it, pfft (imitiert das Geräusch), it goes pfft (wiederholt die Bewegung), and then you go SQUISH, squish, squish (zeigt knetende Bewegung und imitiert das Geräusch)

LL2: *Du hast es geknetet?*

T: And you throw it again (wiederholt die Bewegung) pfft, and you/ yes (nickt), and you KNEAD the clay.

LL3: *Hast du das gemacht?*

LL2: *Wie, geknetet? geknetet?*

T: Yeah (nickt). And then you make it FLAT (imitiert die Bewegung mit beiden Händen)

LL2: *glatt machen*



2. L2-Input der Lehrkraft

Scaffolding

T: And then you ROLL it, like cookies (imitiert Rollen)

LL2: *rollen, rollen, rollen*

T: ROLL it. # And then you can cut it out with a cookie cutter or with a knife # and make the form that you want (hält die Form hoch und zeigt auf alle Ecken). # And then you put it outside in the sun # (zeigt nach draußen) in the air # the hot air

LL3: *damit das trocknet*

T: (nickt zu LL4) to DRY. Yeah?

LL3 (fragt etwas, unverständlich)

T: (hält das Tonpaket hoch) THIS clay # this clay you cannot put in the oven (shakes her head), you cannot cook it, you cannot FIRE it # yeah? So it's not very HARD (schüttelt mit dem Kopf und hält die Tonform hoch), its not very hard.

LL3: (...) *Da ist noch eine Sonne!*

T: And when it's dry and hard like this (hält die Tonform hoch); then you can paint it # (hält die andere, bunt bemalte Sonne aus Ton hoch und zeigt sie den Kindern)

LL3: *Hast du das alles gemacht?*

T: (schüttelt den Kopf) This is not mine



2. L2-Input der Lehrkraft

Scaffolding

LL2: Dis is WUNderful!

T: (zeigt auf die bemalte Sonne) This is from MY child (zeigt auf sich), MY child (nennt den Namen ihres Kindes)

LL3: von deinen Kindern

LL2: Dis is WUNderFUL!

T: Thank you! (lächelt)

(... weitere Vorbereitungen für die anstehende Aktivität)

LL3: Also sind die Sachen aus Gips?

T: (schüttelt den Kopf) No, it's not/ it's not PLASTER, its CLAY (imitiert Kneten mit den Fingern) # it feels like/

LL2: Kleber?

LL3: aus Plastik?

T: (schüttelt den Kopf) No, it's not GLUE, not glue # (knetet mit den Fingern) CLAY



2. L2-Input der Lehrkraft

Scaffolding

LL2: Farbe, Farbe, Farbe

T: *Nee #* (hält wieder die bemalte Sonne hoch), *this is paint* (zeigt auf die Farbe und hält dann die unbemalte Sonnenform aus Ton hoch)

LL2: paint

T: This is not paint (schüttelt den Kopf)

LL2: this CLAY

T: (nickt) *Clay #* (hält beide Formen hoch) *Both are clay, see?* (zeigt auf die Rückseiten beider Formen und klopft darauf)

LL1: *this clay?* (zeigt auf das Päckchen, das in T's Schoß liegt)

T: (hält das Päckchen hoch) *This clay is WET, it was NOT in the sun* (schüttelt den Kopf) #

LL2: wet

T: (legt das Päckchen ab und hält beide Sonnenformen hoch) *and this is DRY, this was in the SUN.*



2. L2-Input der Lehrkraft

Focus on Form

LL2: *wenns brennt*

LL1: Feuerwehrmann

T1: That's right, good. In English we say a FIREMAN.

LL4: FIREMAN

T1: That's right (sagt den Namen des Kindes), good, fireman. Can you say fireman?

Alle: FIREMAN

T1: Good, a fireman. And does ONE fireman come (hält einen Finger hoch), or MANY? (bewegt alle Finger)

Alle: MANY

T1: Many. Then we say fire # MEN # FIREMEN

T2: Not MAN, but MEN (T1: Yeah?) MAN is ONE (hält einen Finger hoch) #

T1: (hält auch einen Finger hoch) one MAN # many MEN (bewegt alle Finger). So, ONE fireMAN # (zeigt auf die Bildkarte mit dem Feuerwehrmann und hält einen Finger hoch), and MANY fireMEN (hält beide Hände hoch und bewegt alle Finger), firemen. Can you say fire # MEN?

Alle: FIREMEN

T1: Super, firemen.



Foreign Language Input

➤ Video Scaffolding ("Clay"):

Strategien, die die Kinder dabei unterstützen, zu verstehen, zu sprechen und Aktivitäten durchzuführen, die sie nicht alleine, aber mit Hilfestellung umsetzen können

Schritt zur nächst-höheren Entwicklungsstufe (Vygotsky: "Zone proximaler Entwicklung")

➤ Video Focus on Form (Kita Gespräch "Feuer")

Aufmerksamkeit auf sprachliche Strukturen (meta-sprachlicher Fokus), wenn es im Rahmen einer inhaltsbezogenen Situation notwendig wird, sie zu erklären



Focus on Form During Activities

- learners are engaged in tasks with meaningful communication to reach a goal which is not purely linguistic
- when the need arises during communication to clarify a certain linguistic form (lexical meaning, grammatical rule):
 - the focus is briefly shifted towards this form
 - learners are guided to find out about the form
 - awareness for the form is raised
- then the focus turns back to the task in which the form is used to fulfil the purpose of the task
- **Focus on FormS**, on the other hand, involves a purely linguistic focus as e.g. in PPP (present-practic-produce) and exercises without a meaningful goal



Scaffolding

- *the support strategies which are used to help learners to reach the next stage in their development (i.e. their ZPD)*
- **ZPD (Zone of Proximal Development):**
level of potential development which can be reached with assistance, collaboration, or guidance
- originates from Sociocultural Theory

(Vygotsky, 1978:86)

Macro level: planning a syllabus or task over a longer period

Meso level: planning a particular lesson or task

Micro level: interactional work at each moment

(van Lier 2007: 60f)



Foreign Language Input

➤ Video "*Clay*" (Negotiation of Meaning)

Negotiation of Meaning = Bedeutungsverhandlung

- solving a communication problem between speakers by using different strategies to arrive at the same understanding (meaning)
- using comprehension checks, feedback and corrections

Negotiation of Form

- solving a communication problem resulting from unclear linguistic form



Theories of Input, Interaction, Output

1. the *Input Hypothesis*
2. the *Frequency Hypothesis*
3. the *Noticing Hypothesis*
4. the *Interaction Hypothesis*
(Negotiation of Meaning)
5. the *Comprehensible Output Hypothesis*
6. *Sociocultural Theory* (Zone of Proximal Development)



Theories of Input, Interaction, Output

comprehensible input drives SLA
(Krashen)



massive amounts of input and
frequent repetitions foster the
acquisition of a second language

interaction with proficient speakers
is necessary for SLA (Long)



interaction leads to negotiation of
meaning and form: the learner
receives feedback and correction

producing **output** is necessary for
Second Language Acquisition (Swain)



output helps the learner recognize
gaps in her/his interlanguage
system, s/he **notices** correct forms,
monitors and self-corrects output

through **social interaction**, the
learner is able to reach a higher level
of development, the ZPD) under the
guidance of a collaborator



scaffolding strategies support the
learner to understand and master a
task, which is one step beyond the
learner's current ability



L2 Input der Lehrkraft

(Long 2015, Ellis & Shintani 2014, Böttger 2016, Lyster 2007, Wolff 2002 u.v.a.m.)



verständ-
licher Input

Wieder-
holungen

Interaktion

Bedeutungs-
verhandlung

Bewusst-
machung

Produktion

Feedback

Welche L2-Unterrichtsprinzipien fördern das Lernen?

- reichhaltiger und vielfältiger Input mit vielen Wiederholungen
- verständlichmachende Techniken (*Scaffolding*)
- Verbindung mit authentischen Themen und bedeutungsvollen (kommunikativen) Zielen in lebensweltlichen Kontexten
- Aktivierung von vorhandenem Weltwissen, Assoziationen, semantischen Netzwerken (*prior world knowledge*)
- problemzentrierte Aktivitäten zur autonomen Wissenskonstruktion
- Lerneraktivierung, handlungsorientierte Aktivitäten, *learning-by-doing*
- so viele Gehirnareale aktivieren, wie möglich: multisensorische Aktivitäten, Bewegung, Angebote für verschiedene Lernertypen
- positive Emotionen
- viele Gelegenheiten zur eigenen authentischen Sprachverwendung
- authentische Interaktionen mit Bedeutungsverhandlung und Feedback
- Bewusstmachung von sprachlichen Elementen, wenn sie innerhalb von bedeutungsvoller Interaktion auftauchen (*Focus on Form*)



L2 Input der Lehrkraft



KEEP
CALM
AND

ACTIVATE PRIOR
KNOWLEDGE



Welche L2-Unterrichtsprinzipien fördern

- reichhaltiger und vielfältiger Input mit vielen W
- verständlichmachende Techniken (*Scaffolding*)
- Verbindung mit authentischen Themen und bed (kommunikativen) Lerner in lebensweltlichen Ko
- Aktivierung von vorhandenem Weltwissen, Assoziationen, semantischen Netzwerken (*prior world knowledge*)
- prozessorientierte Aktivitäten für autonome Wissenskonstruktion
- Lerneraktivitäten handlungsorientierte Aktivitäten, *learning by doing*
- so viele Gehirnareale aktivieren, wie möglich: multisensorische Aktivitäten, Bewegung, Angebote für verschiedene Lernertypen
- positive Emotionen
- viele Gelegenheiten zur eigenständigen Sprachverwendung
- authentische Interaktionen mit Bedeutungsverhandlung und Feedback
- Bewusstmachung von sprachlichen Elementen, wenn sie innerhalb von bedeutungsvoller Interaktion auftauchen (*Focus on Form*)

**So viele Hirnareale aktivieren wie möglich
Speicherung im Langzeitgedächtnis fördern**

verständlicher Input

Wiederholungen

Interaktion

Bedeutungsverhandlung

Bewusstmachung

Produktion

Feedback



L2 Input of the Teacher

(Long 2015, Ellis & Shintani 2014, Böttger 2016, Lyster 2007, Wolff 2002 u.v.a.m.)



compre-
hensible
input

frequency

incidental
learning

interaction

negotiation

output

feedback

noticing

What principles make L2 Input effective for learning?

- high amount of rich comprehensible input, frequent repetitions
- language connected with authentic topics and real (communicative) goals: "language in meaningful context"
- activation of prior experiences / associations / semantic networks: "prior world knowledge"
- autonomous problem-solving
- activation of as many brain areas as possible: multiple senses, movements, multi-sensory learning
- action-oriented learning activities, learning-by-doing
- positive emotions
- authentic interactions with negotiation and feedback
- many possibilities for language production: "output"
- raising awareness of linguistic elements within meaningful contexts

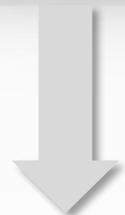


L2 Input of the Teachers



KEEP
CALM
AND

ACTIVATE PRIOR
KNOWLEDGE



compre-
hensible
input

frequency

incidental
learning

interaction

negotiation

output

feedback

noticing

What principles make L2 Input effective?

- high amount of rich comprehensible input, from language contexts connected with authentic topics and goals: "language in meaningful context"
- activation of prior experiences / associations / semantic networks: "support world knowledge"
- autonomous problem-solving
- activation of as many brain areas as possible: multiple senses, movements, multi-sensory learning
- action-oriented learning activities: learning-by-doing
- positive emotions
- authentic interactions with negotiation and feedback
- many possibilities for language production: "output"
- raising awareness of linguistic elements within meaningful contexts

activating as many areas in the brain as possible supporting storage and long-term retention



Teacher Input Observation Scheme

Teacher Input Observation Scheme (TIOS)



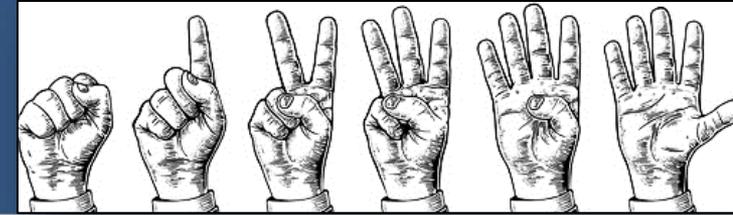
Rating Scale:

0 : not present at all, 1 : present to a low degree, 2 : partly present, 3 : present, 4 : present to a high degree, 5 : present to a very high degree

Cognitively Stimulating Tasks / Activities		
Characteristics of Tasks / Activities: Cognitive Stimulation of Learners' Realm of Experience	Tasks / Activities ...	
	1. ... focus on meaningful content goals	
	2. ... focus on meaningful language use / meaningful conversational goals	
	3. ... require specific linguistic elements	
	4. ... require active problem-solving by the learners	
	5. ... are based on the prior world knowledge of the learners	
	6. ... include all learners actively at all times	
	7. ... are based on authentic materials / realia / texts / auditory displays	
	8. ... provide opportunities for genuine interactions between learners	
	9. ... provide opportunities for genuine output	
	10. ... are based on different tasks / materials for different (groups of) learners	
	11. ... are clearly introduced / explained	
	12. ... are modeled / demonstrated	
13. The goals of the lesson / tasks / activities are introduced		
	SCORE:	0



Blitz-Umfrage: "Fist-to-five"



Kognitiv anregende Aufgaben / Aktivitäten

- ... beinhalten immer eigene Problemlösungen der Lerner
- ... basieren immer auf dem Weltwissen der Lerner

Mein verbaler Input

- ... enthält viele Wiederholungen
- ... enthält viele verschiedene grammatische Strukturen

Mein non-verbaler Input

- Ich verwende viel Körpersprache
- Ich verwende Wandbilder mit Begriffen in der Fremdsprache

Förderung der eigenen Sprachverwendung der Lerner

- Ich stelle offene Fragen und Aufgaben zur Sprachverwendung
- Ich rege die Lerner dazu an, sich selbst zu korrigieren



Group Work

- Video: *Teaching Principles Grades 1-4 (short)*,
Leineberg Schule Göttingen

- Handout *Teacher Input Observation Scheme (TIOS)*
 1. After watching the video, please try to find examples for some items in each scale.

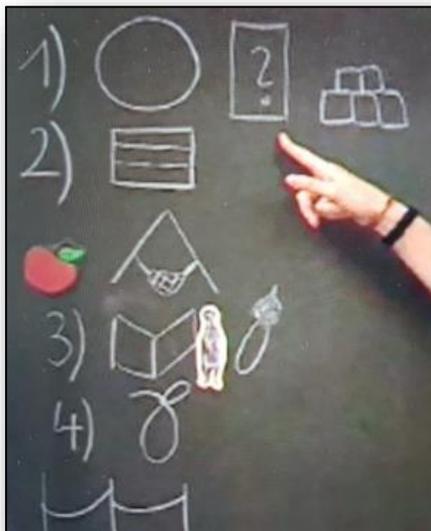
 2. Please write down any questions that arise concerning the different items.



L2-Input der Lehrkraft

Non-verbaler L2-Input

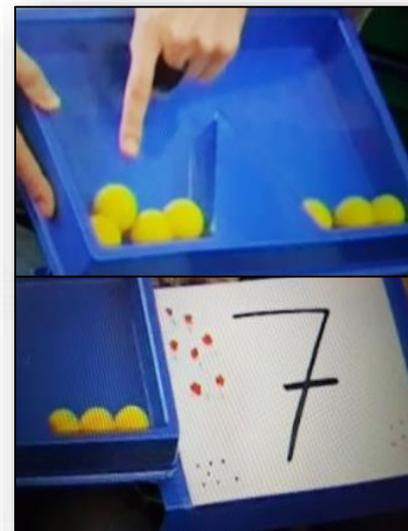
"The program for today!"



"What duty is it?"



"Three plus four is seven"





Kognitiv stimulierende Aktivitäten in der Immersion

- autonomes, handlungsorientiertes, problemzentriertes L2-Lernen

Video Immersion (ca. 75%) Klassen 4

2.a) Verbaler und non-verbaler Input

Kognitionsstimulierende Tasks/Aktivitäten

Immersion (Klasse 4): Sachunterricht "The Bomb"

Kind 1 (erklärt das Experiment): We are filling this measuring tube up with seven milli-litres of orange/ lemon juice, and then we are putting it into a small tube # with a lid, and the acid of the lemon juice and the baking powder produce gas, and then the tube explodes.

(Die Kinder führen das Experiment in Gruppen selbständig aus, anhand der bildlichen und schriftlichen Anleitung auf der Karte)

Nach dem Experiment:

Kind 1: Can somebody draw a conclusion?

Kind 2: The baking powder and the lemon juice produce gas, and in the box is too much pressure, that's why the lid blows/ # makes boom (zeigt die Explosion mit den Händen und lacht)





Your Own Online TIOS Survey! 😊

➤ **How did YOU rate your own L2 input?**



Break Activity: Gallery Walk

- **During the break, please have a look at:**
 1. your example lessons / activities
 2. the additional materials you brought from home!



Research Results on L2 Input-Principles of Teaching



L2 Input der Lehrkraft

Quantity

1. inhaltsbasierte Aktivität, nicht-sprachliches Ziel
2. intensiver handlungsbegleitender Input ausschließl. L2
3. Betonung / Intonation
4. Pausen

Input
Characteristics

5. lautmalerische Verwendung von Sprache
6. reichhaltiger Input: Synonyme, Antonyme, Paraphrasen

Promoting
Comprehension

7. *Focus on Form* [auf Sprache im inhaltlichen Kontext]
8. Verwendung realer Objekte

Reacting to
Childr.'s Output

9. Körpersprache (Mimik, Gestik, Bewegungen)
10. Verständnissicherung (*Bedeutungsverhandlung*)
11. Ermutigung zur Sprachproduktion in L1 und L2

Children's
Reaction

12. Recasts, Prompts, explizite Korrekturen

(Kersten et al. 2010. *Guidelines for Language Use in Bilingual Preschools*)



Name of researcher/s: _____ Date: _____
 Name of preschool: _____ L2 Teacher: _____
 Please use the following scores for all checklist-observations:
 Codes: VL (Very Low): 1 L (Low): 2 H (High): 3
 VH (Very High): 4 N.A. (Not Applicable): leave blank (only applies to grey fields!)



IQOS Input Quality Observation Scheme

(Kersten et al. 2010,
Weitz et al. 2010,
Weitz 2015)

ELIAS Studie zum L2 Input in Kitas

- 9 bilinguale Kitas
- 210 Kinder
- 21 L2-Erzieherinnen

Observation	Date														
	Situation														
	Activity														
General information	Duration (min)														
	Number of children														
	Average age of children														
	Number of native speakers (children)														
	Number of participating L1 teachers														
	Number of L2 teachers present														
	Activity: Focus on A: form, B: form (communicative context), C: meaning														
TEACHER															
Quantity	L2 amount														
	Absence of L1 use / translation														
Input characteristics	Adapted speech (rate of speech, intonation)														
	Varied input (complex/diverse/"rich")														
	Ritualised language/phrases														
	Verbal acknowledgment of children's interactional moves														
	Focus on form (metalinguistic)														
Promoting comprehension	Contextualisation I: gestures, facial expressions, acting, etc.														
	Contextualisation II: pictures, objects, realia, etc.														
	Explanation & comparison														
	Ensuring children's comprehension														
Reacting to childr.'s output	Encourages and maintains L2 output														
	Implicit corrective feedback														
Reacting to children's output	Absence of explicit corrections / forcing correct imitation														
CHILDREN															
Children's reaction	Children listen														

Quantity

Input Characteristics

Promoting Comprehension

Reacting to Childr.'s Output

Children's Reaction



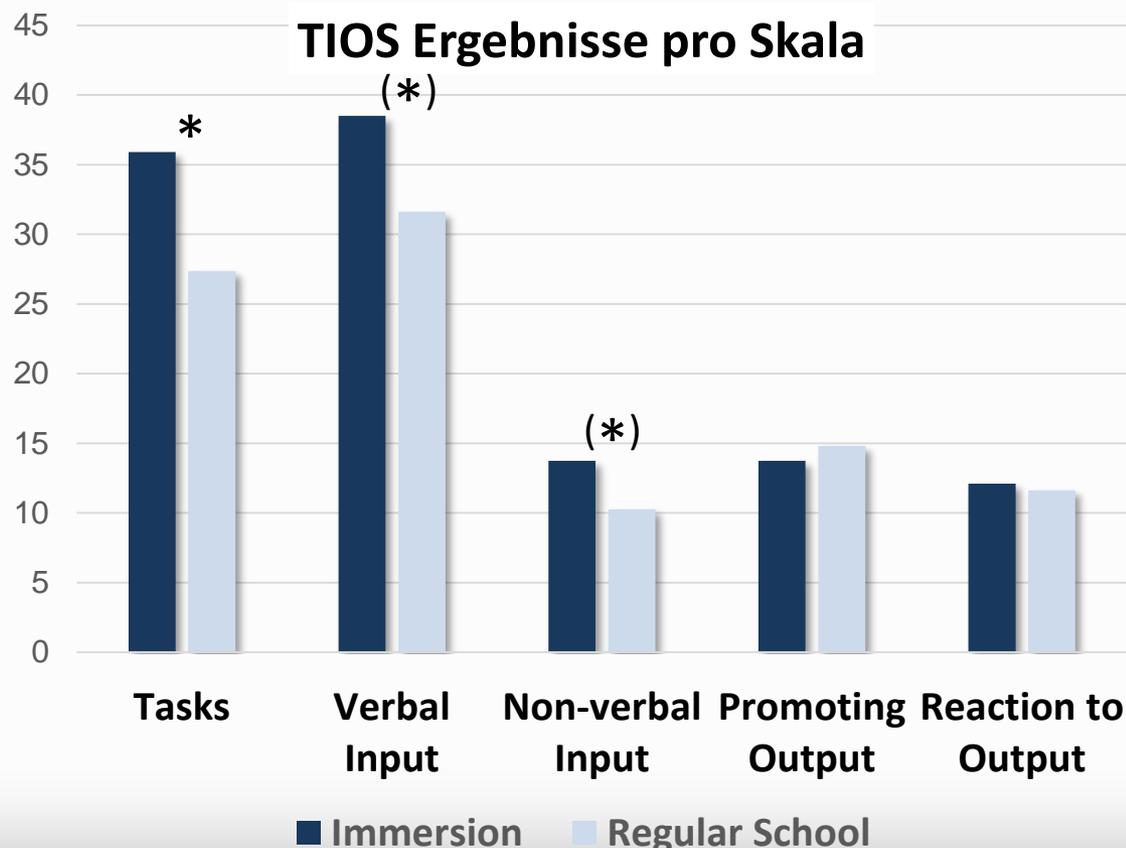
(Fremd)sprachlicher Input

Scaffolding-Techniken: Förderung L2 Verständnis / Produktion

Studie mit 10 Immersions- und 8 Englisch-FU-Videos:

Immersionslehrkräfte → mehr Scaffolding-Techniken!

Conradi & Lietzau 2019, Bruhn, Böhnke, Ponto, Greve, Kersten i.Vorb.



TIOS Gesamtscore

Immersion:	114 (*)
Regel-FU:	96

Interrater-Reliabilität

(2 Beobachter)

Krippendorff's alpha .793

Interne Konsistenz des Bogens:

TIOS Ges. Cronbachs alpha .845

* signifikant auf Niveau v. 5%

(*) signifikant auf Niveau v. 10%



Group Work



Petra Burmeister is
professor of Foreign Language
Teaching at Weingarten University

❖ In your groups:

- Please have a look at the lesson structure suggested by Burmeister & Ewig (2010) on the Handout ...



Michael Ewig is
professor of Biology Didactics at
Vechta University



problem-solving lesson structure

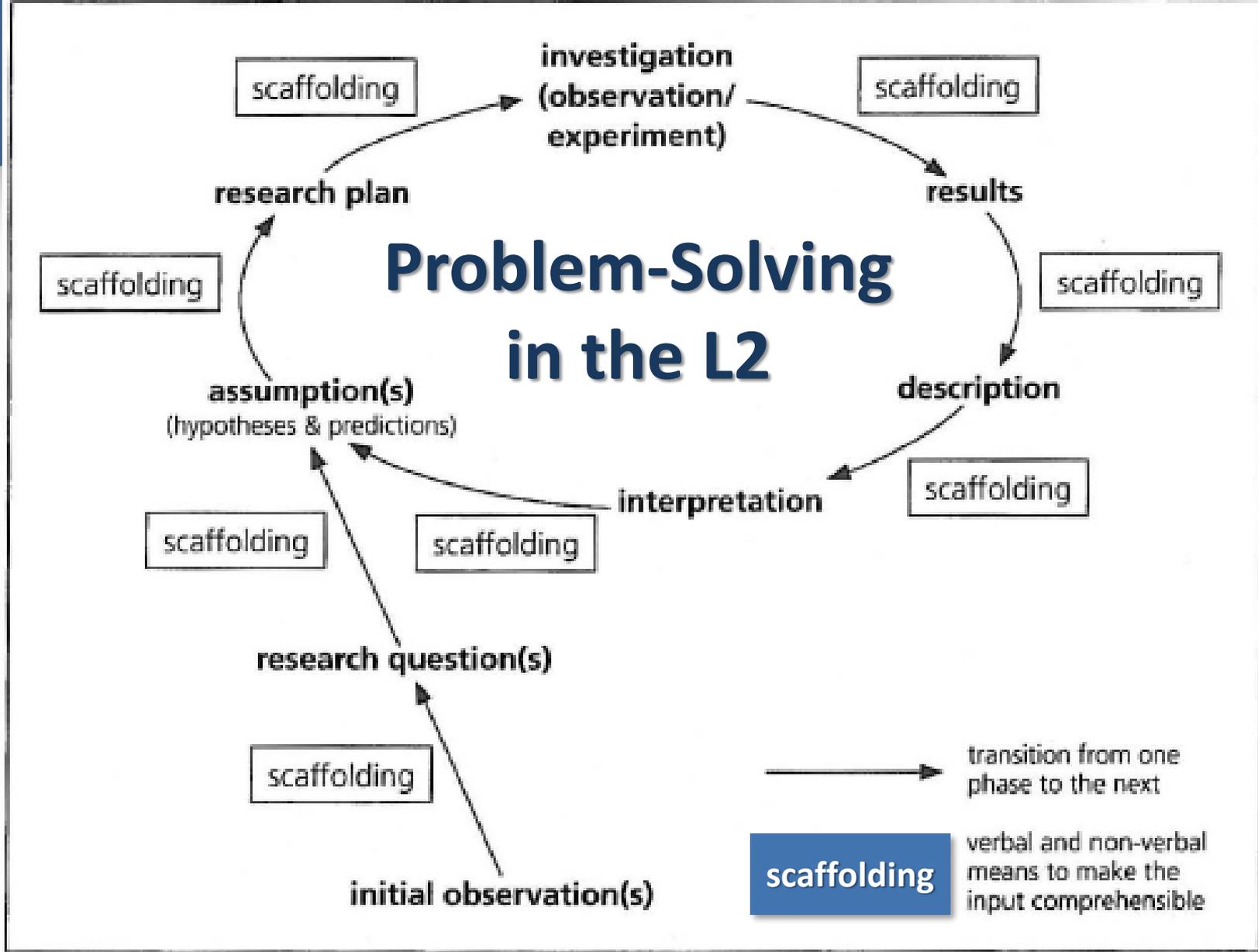
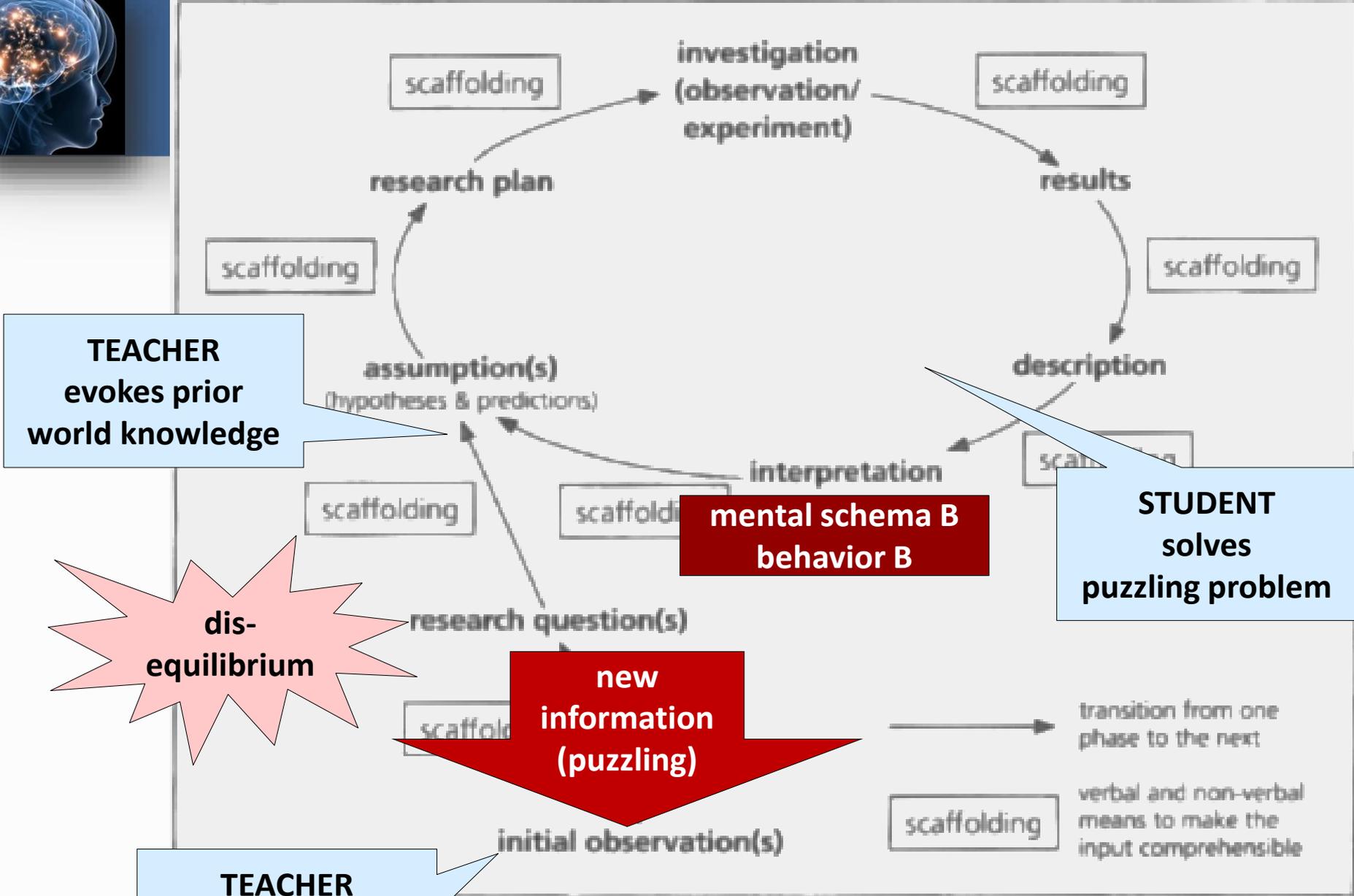


Fig. 1: Iterative, spiral process of epistemological methodology in science and loci of language and content scaffolding in CLIL lessons.

(Burmeister & Ewig 2010:102)



spiral process of epistemological methodology in science and content scaffolding in CLIL lessons.

(Burmeister & Ewig 2010:102)



Content-obligatory language:

- "language essential to an understanding of content material"

Content-compatible language:

- "language that can be taught naturally within the context of a particular subject matter and that students require additional practice with"

(Snow et al. 1989: 201)

Snow, M.A., Met, M., Genesee, F. (1989). "A conceptual framework for the integration of language and content in second/foreign language instruction." *TESOL Quarterly* 23 (2), 201-217.

CLIL Lesson Structure: use for outline if helpful!

**planning the task /
experiment**

scaffolding:

**investigation / carrying out
the task**

**assumptions / expectations
/ ideas**

scaffolding:

scaffolding:

results / outcomes of task

question(s)

scaffolding:

scaffolding:

**description of results /
outcomes**

initial observation(s)

scaffolding:

interpretation / comparison



Group Work



Petra Burmeister is
professor of Foreign Language
Teaching at Weingarten University

❖ In your groups:

- Please have a look at the lesson structure suggested by Burmeister & Ewig (2010) on the Handout ...
- ... and look for inspirations for your example lesson /activity! Can you extend your outline accordingly?



Michael Ewig is
professor of Biology Didactics at
Vechta University



How can these steps be transferred to different subjects / activities?



1. initial observation(s)
2. (research) question(s)
3. assumptions
4. (research) plan
5. investigation/ observation/ experiment
6. results
7. description
8. interpretation

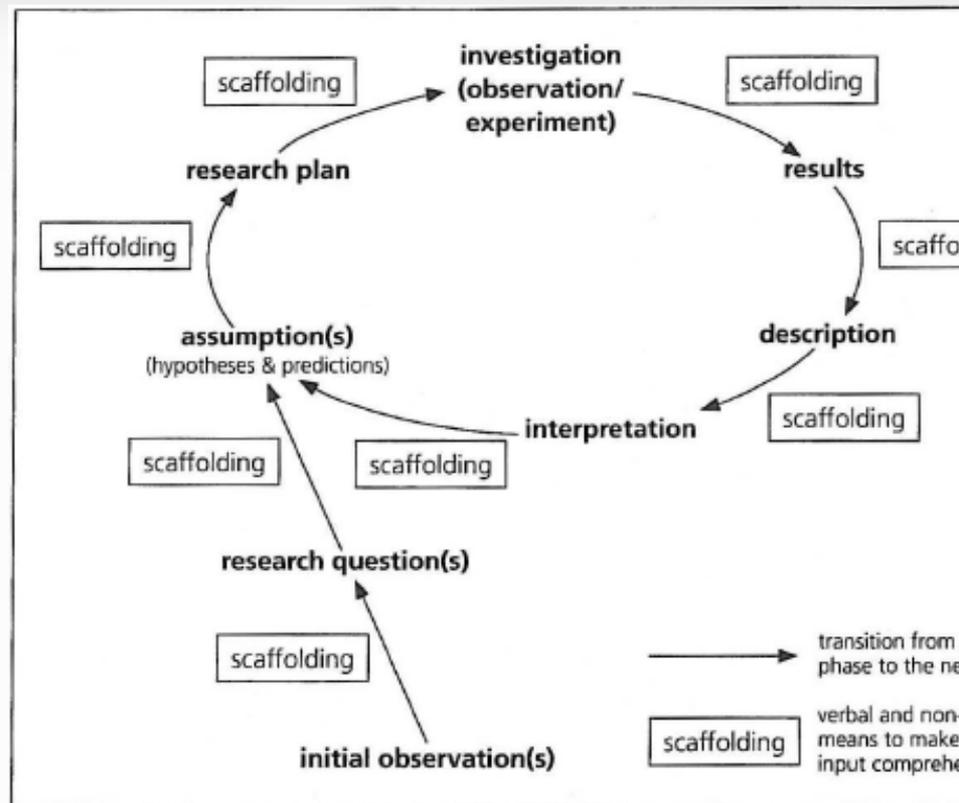


Fig. 1: Iterative, spiral process of epistemological methodology in science of language and content scaffolding in CLIL lessons.

Planning for Instruction

Integrate:

- an **authentic** context
- **prior knowledge** of pupils
- active **problem-solving** carried out by pupils (see graph)
- a **meaningful** task with a **goal** and an **outcome**
- **meaningful language** fostering **output** and **focus on form**
- **scaffolding** of content and language goals (*content obligatory* and *content compatible*)
- contextualized **instructions**
- classroom **organization**

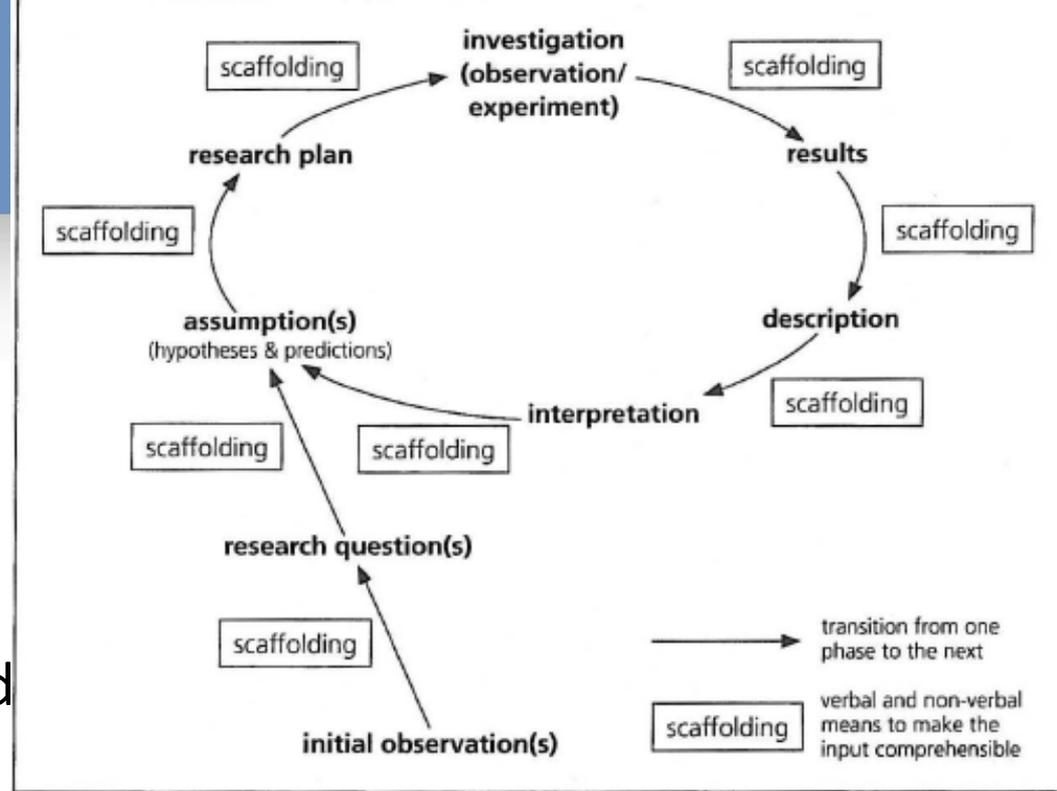


Fig. 1: Iterative, spiral process of epistemological methodology in science and local language and content scaffolding in CLIL lessons.

(Burmeister & Ewig 2010:102)



Practice

Your Lesson in the L2

1. Content of the lesson: What is the question / problem to be solved? (*=> content goal/s*)
2. How could you activate the students' prior world knowledge about the topic?
3. How could you structure a lesson on this topic using the steps of the "problem-solving loop"?
4. How can the students be actively involved at all times in questioning, assumptions, and a problem-solving task?
5. How could you scaffold each phase to make it comprehensible in the L2 (second language)?
6. What would be content-obligatory and -compatible language goals for your topic? (*=> language goal/s*)



Feedback und Fehlerkorrektur:

Bedeutungsverhandlung (*negotiation of meaning*)

Transkript bilingualer Kindergarten: "Clay"

Erz.: ... and then you put it out in the sun, in the air...

Kind: *Damit das trocknet!*

recast

Erz.: (nickt) **to dry**. (0:57) ...

Erz.: ... she uses red clay and brown, brown clay (3:00)

Kind: *Also sind die Sachen aus Gips?*

explicit correction,
recast

Erz.: **No**, it's not, **it's not plaster**, it's clay. Feels...

Kind: *Kleber.*

Erz.: **No**, it's not **glue, not glue**, clay.

explicit correction,
recast

Kinder: *Farbe?*

Erz.: **Nee. This is paint. (zeigt) Yeah? This is not paint.**

Kind: This clay.

explicit correction,
explanation

Erz.: Clay. It's clay. Both are clay. See?

Kind: This clay?

Erz.: **This clay is wet. It was not in the sun. And this is dry.**

(zeigt) **This was in the sun. Yeah?**

explanation



Feedback und Fehlerkorrektur: Hintergrund und Ziele

Noticing- / Interaction- / Output-Hypothesen

Interaktion/Output
Bewusstmachung
der Form



Lerner erkennt
Unterschied zur eigenen
Repräsentation



Übernahme ins
eigene L2-System
Intake

(Schmidt 1990, Long 1981, Swain 1985, Gass 1997)

Feedback kann implizit oder explizit sein

← implizit

Feedback-Form

explizit →



Feedback und Fehlerkorrektur:

Formen mündlichen Feedbacks

Positives Feedback

- Zustimmung, Anerkennung, Lob, Bestärkung

(Sprouls 2011: 34, Böttger 2016:109)

Negatives Feedback

- Reaktion auf eine fehlerhafte Äußerung
- Funktionen:
 - expliziter Hinweis, oder
 - Angabe der korrekten Form, oder
 - Aufforderung zur Selbstkorrektur

(Long 1996, Muhsin 2016, Pankonin & Myers 2017)



Feedback und Fehlerkorrektur:

Formen negativen mündlichen Feedbacks (Lyster & Ranta 1997)

Explicit correction

Expliziter Hinweis auf den Fehler mit Korrektur

Recast

Reformulierung der Äußerung in korrekter Form ohne den Fehler

Explanation / elaboration

zusätzliche Erweiterung, Paraphrase, Erklärung





Feedback und Fehlerkorrektur:

Prompts: Aufforderung zur Selbstkorrektur (Lyster et al. 2013: 4)

Elicitation:

- erfragt direkt eine Selbstkorrektur, z.B. durch eine Wh-Frage oder eine Auslassung

S: Once upon a time, there lives a poor girl named Cinderella.

T: Once upon a time, there ... ?

(Yang & Lyster 2010)

Repetition:

- eine wörtliche Wiederholung der fehlerhaften Äußerung, oft mit besonderer Betonung des Fehlers

S: Mrs. Jones travel a lot last year.

T: Mrs. Jones **travel** a lot last year?

(Yang & Lyster 2010)



Feedback und Fehlerkorrektur:

Prompts: Auffordeurng zur Selbstkorrektur (Lyster et al. 2013: 4)

Clarification request:

- eine Nachfrage wie z.B. "Pardon me?" oder "I don't understand", um auf einen Fehler hinzuweisen

S: Why does he taking the flowers?

T: Sorry?

(Loewen & Nabei 2007)

Metalinguistic clue:

- kurzer meta-sprachlicher Hinweis für die Selbstkorrektur

S: Men are clever than women.

T: You need a comparative adjective.

(Ellis 2007)



Feedback und Fehlerkorrektur

Formen der mündlichen Fehlerkorrektur

Transkript Immersion (75%) 3. Klasse Grundschule

- Sachunterricht auf Englisch
- Thema: "Adaptation"

LL1: an adaptation is something from an animal, that it helps him to survive.
(...)

prompt:
repetition

LL2: in its shelter.

T: in its **SHElter**? # LL3

positive feedback,
elaboration

LL3: in its habitat.

T: in its **HAbitat** # **shelter is the small version. shelter is where it sleeps.** [...]

LL1: ehm adaptation that is where sh/ where she/ he or she can live good,
like a cactus is good in the desert because sh/ he has or she #

explicit correction,
prompt: elicitation

T: **it?**

LL1: it has long roots to go into the water and a camel has a bumps and they
do not drink so much XXX.

positive feedback

T: **okay.** so that's two types of adaptations # what else? so can somebody
explain to me what an adaptation is? what does it do? **it** # LL2

prompt: elicitation

LL2: it/ it adapt to his habitat.

positive feedback,
recast, elaboration

T: **exactly, it helps the animal** to adapt to **its** habitat.

yes LL3?

positive feedback, prompt:
metalinguistic clue

LL3: it helps them to live in it.

T: it uh/ **yeah perfect. what was that word we had? sss- # surrr- #** LL4

LL4: survive.



Feedback und Fehlerkorrektur:

Effekte von Feedback-Strategien (Lyster & Saito 2010)

Sind manche Feedback-Strategien effektiver?



Warum?

- 
- sie stimulieren verschiedene Verarbeitungsmechanismen
 - *Recasts*: Arbeitsgedächtnis – Vergleich zweier Formen
 - *Prompts*: Langzeitgedächtnis – Auswahl der korrekten Form



Feedback und Fehlerkorrektur: Implikationen für den Unterricht

- **jede Strategie hängt von der Situation und dem Fokus ab, Recasts passen fast immer** (Lyster & Ranta 1997:41)
- **die eigene Verwendung von Feedback-Strategien beobachten** (Tedick & de Gortari 1998: 5)
- **verschiedene Techniken ausprobieren und mit Lernern trainieren** (Lyster & Saito 2010)
- **viele Möglichkeiten zur Selbstkorrektur bieten**
- **den L2-Entwicklungsstand der Lerner einbeziehen** (Pienemann & Keßler 2011)



Additional Materials



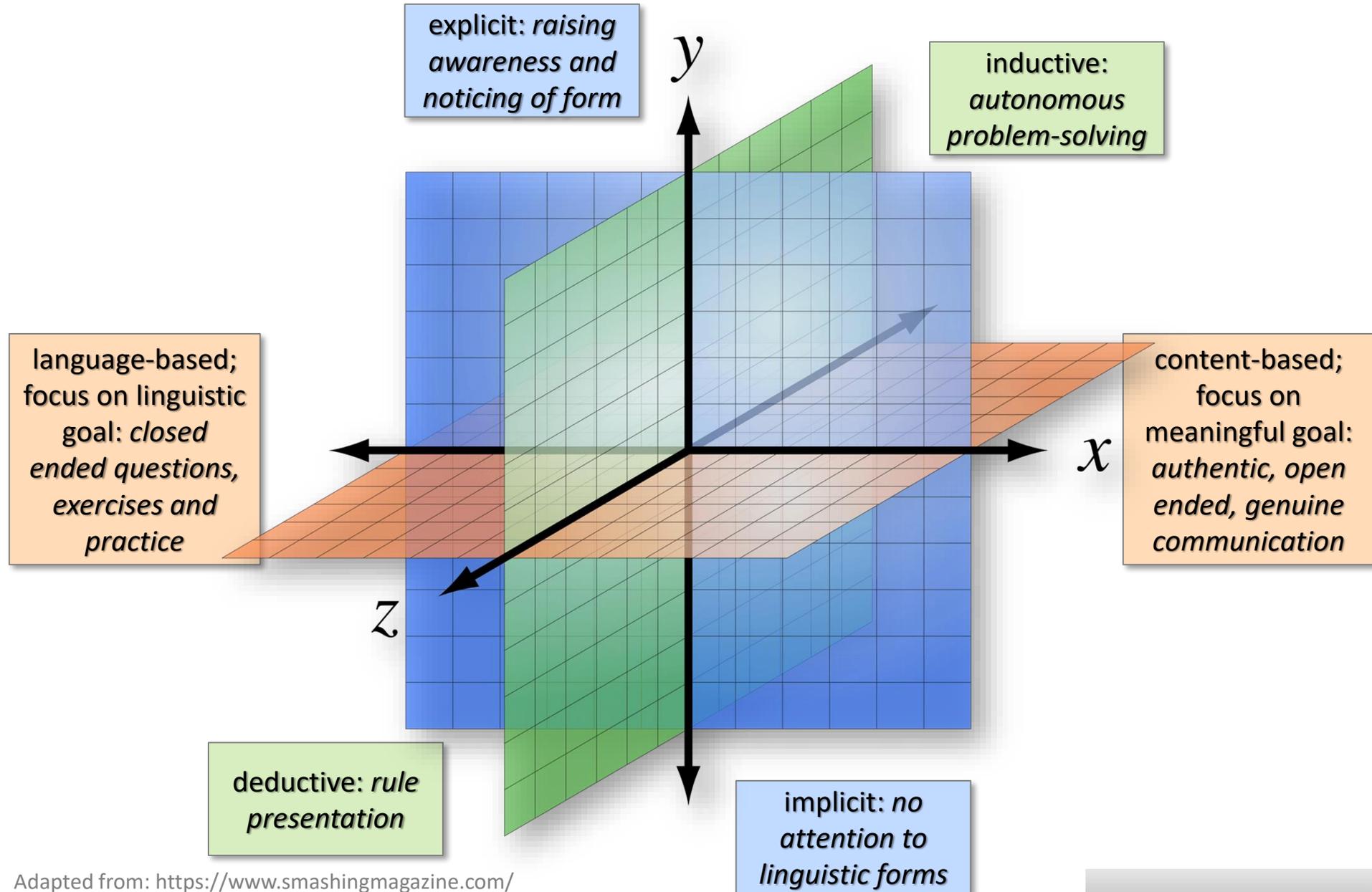
Scaffolding

- teaching strategies (see above, e.g. TOS) used to support the learners in their learning process

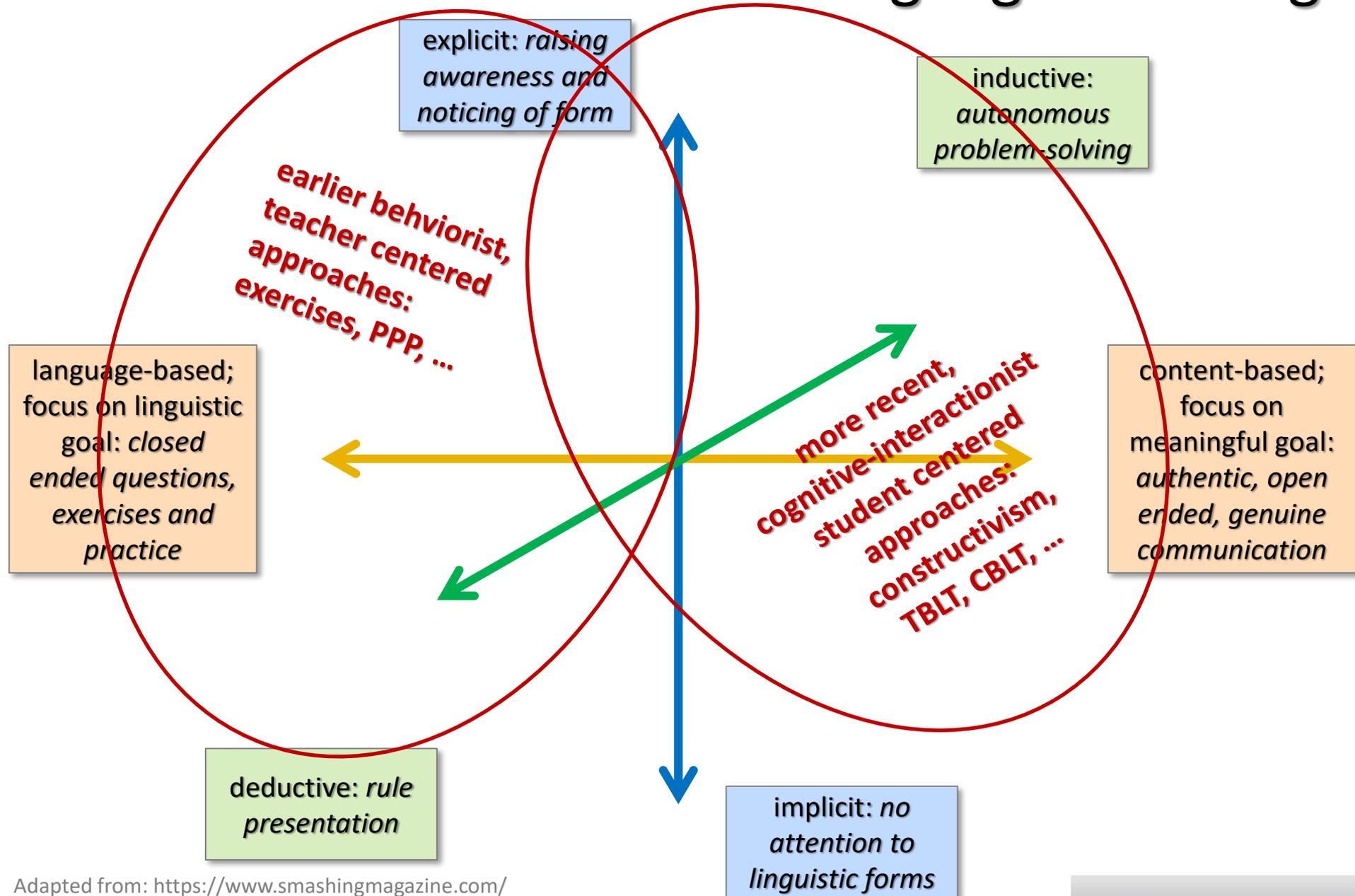
"In this metaphor, the two main characteristics of scaffolding are emphasized: 1. scaffolding is needed in order to assist the learner in his/her learning process, and 2. scaffolding decreases with increasing learning time. The first point is not to be confused with defining scaffolding as merely helping the learner or simplifying the learning task. Rather, it is a “special kind of help that assists learners to move toward new skills, concepts and levels of understanding” (Gibbons 2002: 10). It helps to trigger a learning process in the learner and equip him/her in order to be able to complete a task alone in the future. With the second characteristic, there are two possibilities: either the amount of scaffolds given decreases with the increasing development of the learners (Massler & Ioannou-Georgiou 2010: 64), or the scaffolds used by the teacher become increasingly complex (Burmeister 2006: 204)."

Taken from Maier et al. (forthcoming)

Dimensions of Activities in Language Teaching



Dimensions of Activities in Language Teaching





Typical Features of Tasks and Exercises

Characteristic	Exercise	Tasks
primary focus on meaning	no	yes
contains an information gap	no	yes
purely linguistic outcome	yes	no
outcome goes beyond linguistic goal	no	yes
open communicative purpose	no	yes
use of own linguistic resources	no	yes
awareness of linguistic forms is raised	yes	yes (in focused tasks)
learners are presented with language rules (<i>deductive</i>)	yes	no
learners find out about language rules (<i>inductive</i>)	no	yes
language is practiced	yes	yes (in meaningful context)



Focus on Form during Tasks

- learners are engaged in tasks with meaningful communication to reach a goal which is not purely linguistic
- when the need arises during communication to clarify a certain linguistic form (lexical meaning, grammatical rule):
 - the focus is briefly shifted towards this form
 - learners are guided to find out about the form
 - awareness for the form is raised
- then the focus turns back to the task in which the form is used to fulfil the purpose of the task
- *Focus on Forms*, on the other hand, involves a purely linguistic focus as e.g. in PPP and exercises



Exercises, Tasks, and Focus on Form(s)

Exercises

- activities to practice specific language items without a focus on meaning and without another goal other than language practice; no authentic communication (e.g. PPP)

Focus on FormS

- grammar teaching of pre-selected isolated forms not embedded in meaningful contexts => *synthetic approach*

Tasks

- meaningful open-ended activities with a goal other than the use of language; language is needed in authentic communication to solve the task and reach the goal

Focus on Form

- attention shift from meaningful communication to a linguistic form that is necessary to solve the communicative goal; the focus on the linguistic items is context-embedded and thus meaningful => *analytical approach*

Features of Tasks (Ellis 2003: 9-16, Ellis & Shintani 2014:135): A task...

1. involves a primary focus on meaning.
2. serves an open communicative purpose.
3. involves some kind of "gap": information gap, to express an opinion: opinion-gap, to infer meaning: reasoning: gap)
4. requires learners to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms.
5. involves real-world processes of language use.
6. can involve any of the four language skills.
7. has a clearly defined outcome other than the communicative outcome.
8. can be *focused* (designed to use specific features under real communicative conditions; but no explicit, conscious focus on the features) or *unfocused* (language use in general).
9. can be *input based* (*listening or reading*) tasks or *output based* (*production*) tasks.
10. has a *pre-task*, *main-task*, and *post-task phase*
11. needs to be sequenced with other tasks with increasing challenge and complexity concerning *input*, the *number of operations involved*, *activities*, and the expected *outcome* (*open vs. closed*).



"Exercise" Characteristics

... in contrast to tasks:

1. "Exercises are activities designed to practise specific language items." (p. 136)
2. no focus on meaning
3. no meaningful information gap
4. no need to use own linguistic resources
5. no outcome, just language practice
6. example: PPP (present – practice – produce):
in tasks, "the learners are not informed of any specific linguistic focus and therefore pay primary attention to message content and engage in language use, whereas in situational grammar exercise [such as PPP], learners are told what the linguistic focus is, and thus are likely to make efforts to use it correctly." (Ellis & Shintani 2014: 136)



Focus on Form vs. Focus on Forms

Focus on Form „refer(s) to the occasional shifts in learner’s attention from meaning to a linguistic form that can occur while the overriding focus remains on communicating“ (Long 1991:144).

To put it in other words, in FonF instructions **the learners first engage in meaning and then explore some linguistic features**. Consequently, the **linguistic features are explored in contexts**. However, the shift in learners' attention towards the form can be taken place when the learner him[her]self is ready to acquire it (Long,1991:144).

According to Doughty, „**attention to form facilitates acquisition in the window of opportunity that arises when learners are struggling to decode or encode a message that is communicatively important to them**“ (2001:144).

In contrast to that, **Focus on Forms refers to discrete, isolated, specific language forms that are pre-selected in the syllabus**. The forms-focused-instructions are characterized by **formal aspects rather than meaningful activities**. This is referred to as a ***synthetic approach*** whereas the focus on form is described as an ***analytical approach***.
(cf. p. 144, bold print KK)