

Teilprojekt 10

“Integrating Digitally-Mediated Language Learning Tasks Into the Heterogeneous EFL Primary Classroom – An Educational Design Research Study on Interventions and Student Teachers’ Competences im Cluster 3 „Heterogenität digital unterstützen“



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Promotionsvorhaben

Integrating Digitally-Mediated Language Learning Tasks Into the Heterogeneous EFL Primary Classroom – An Educational Design Research Study on Interventions and Student Teachers’ Competences”

Within the overall framework of Educational Design Research (McKenney & Reeves, 2019), this project aims to investigate a student teacher education course focused on equipping Teaching English as a foreign language (TEFL) student teachers with the necessary competencies to adeptly integrate digitally-mediated language learning tasks into heterogeneous English as a foreign language (EFL) primary classrooms. The education course (intervention) will be an undergraduate course on the integration of these tasks tailored to the diverse needs present in EFL primary classroom, which will be designed, implemented and evaluated twice at the University of Education Schwäbisch Gmünd.

The project endeavors to address the following research question: “How can a university course be designed to incorporate digitally-mediated language learning tasks as a means to cater to heterogeneity, aiming to enhance student teachers’ competencies for integrating these tasks into heterogeneous primary classrooms?” Employing a mixed methods approach (Nunan & Bailey 2009), the research will combine quantitative and qualitative data collection and analysis methods. Research data will be collected via questionnaires, focus group interviews, reflective diary entries, student teachers’ artifacts, video-recordings of classroom teaching in school and sessions at university, and research diary entries. Thematic data analysis (Braun & Clarke, 2021) will be employed to investigate a) the parts of the intervention student teachers considered beneficial or obstructive by student teachers for their competency and self-efficacy (Bandura, 1997) enhancement, b) the design principles conducive to competency enhancement, and c) competency reconstruction.

In essence, the project has a dual objective, aimed at culminating in both a refined intervention, and consolidated design principles. The results can feed into the design of forthcoming language curricula in similar contexts (meso level) and contribute to the enhancement of EFL teaching in heterogeneous primary school settings (micro level). At the macro level, the results will hold potential relevance for those areas responsible for primary teacher education curricula, facilitating a more precise assessment of gap (both in practice and beliefs) between what is provided for in the curriculum and the current situation, and needs of student teachers.

Literaturverzeichnis

Bandura, A. (1997) *Self-efficacy: The Exercise of Control*. New York: Freeman.

Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.

McKenney, S., & Reeves, T. C. (2019). *Conducting Educational Design Research*. London & New York: Routledge.

Nunan, D., & Bailey, K. M. (2009) *Exploring Second Language Classroom Research: A Comprehensive Guide*. Boston, MA: Heinle Education.