Situationally adequate learning strategies in self-regulated, text-based cooperative literacy events in the English as a Foreign Language (EFL) classroom: 1st and 2nd project phase (ADEQUA I and II)

**Abstract:**
This research project aimed at gaining empirical evidence as to how autonomous learning within the English as a Foreign Language (EFL) classroom can be effectively supported during text-based classroom activities by means of moderate teacher intervention and the creation of conducive learning environments. For this purpose, new task formats for the EFL classroom were developed which allowed for independent work with texts in the foreign language (text comprehension). The text comprehension activities followed a group-work setting that made cooperation among the learners compulsory (cooperative literacy events).

The research focused on the following questions:

1. What learning strategies do students use under what conditions?
2. Are these strategies adequate in the given learning setting?
3. What interventions do teachers identify as necessary to support the learners, and what interventions do they apply?
4. Are these teacher interventions effective?

Moreover, the use of learning strategies was analyzed micro-analytically, in a “fine-grained” fashion. Findings pertaining to the assumed efficacy of the teacher interventions from a field study with English teachers were synthesized in a “moderation model” which is to guide teacher interventions with this type of task.

The research project is to be seen within the context of current efforts in education and foreign language teaching methodology to implement high-quality student-centered, cognitively challenging classroom activities, in order to foster autonomous, student-active learning, and to support the development of learning competence.

**Participants:**
Students (9th grade) and teachers

**Project staff:**
Dr. Sylvia Fehling, Markus Knierim, Marc Smasal, Dr. Eva Wilden

**Funding:**
Deutsche Forschungsgemeinschaft (DFG)

**Project management:**
Prof. Dr. Claudia Finkbeiner (University of Kassel)
Prof. Dr. Peter H. Ludwig (University of Koblenz-Landau)

**Project title:**
Situationally adequate learning strategies in self-regulated, text-based cooperative literacy events in the English as a Foreign Language (EFL) classroom

**Project duration:**
1st project phase: 04/2005 – 03/2007
2nd project phase: 04/2007 – 09/2008
Publications:


Homepage: