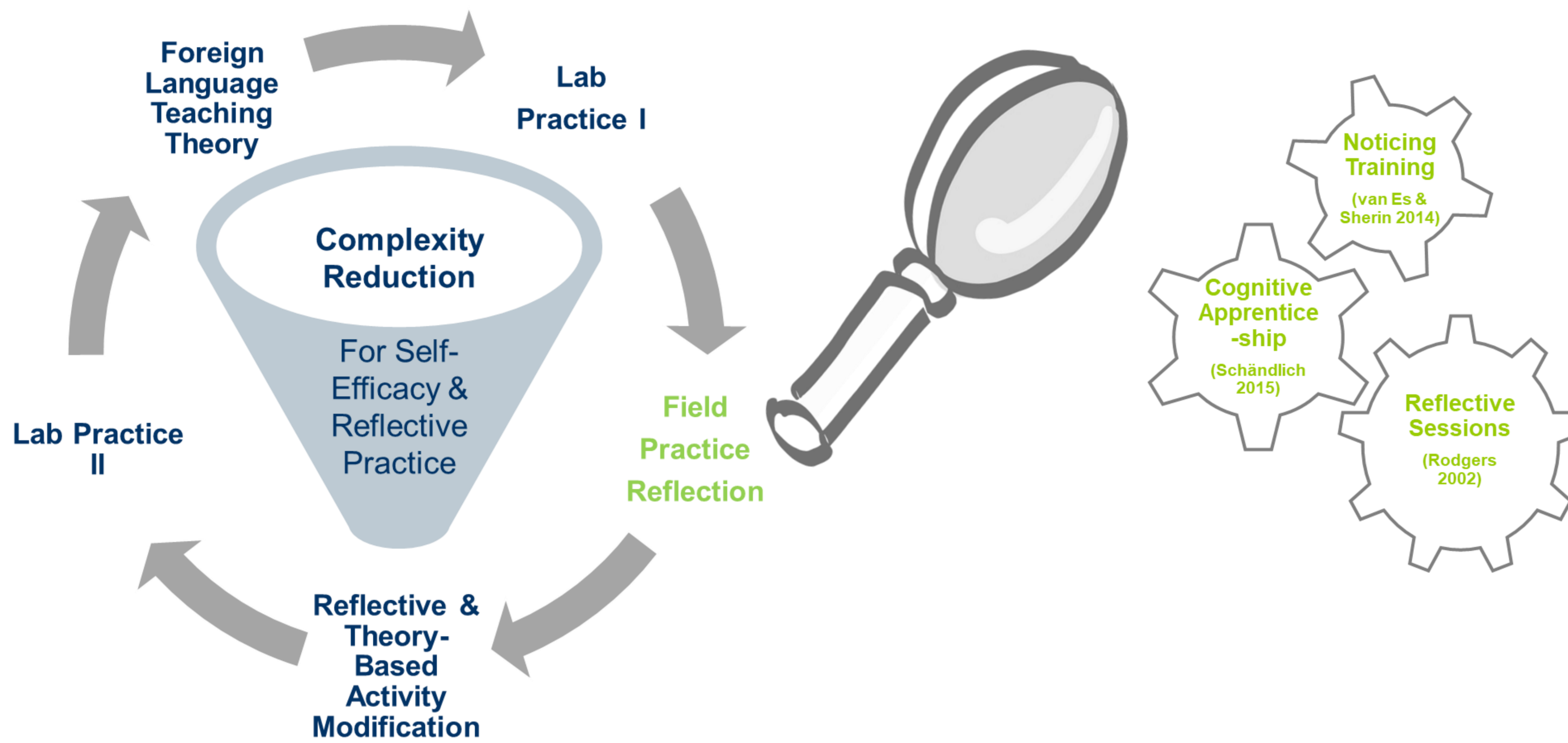


# Linking Theory & Practice in the *English Lab*

## Developing Reflective Skills of English Teacher Trainees

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### Reflection as a Link between Theory & Practice in the *English Lab*



#### Research Hypotheses

- Lab-participants will demonstrate a higher increase in reflective skills than students of a comparable control group.
- PCK-development will be more pronounced in Lab-participants than in students of the comparable control group.
- Self-efficacy will be stabilized in Lab-participants post to both field experiences in the English lab.

### Research Design

Quasi-experimental with covariate control  
Distinction between experimental & control

Mixed Methods, Type Mixed Model

(Gläser-Zikuda 2016; Kuckartz 2014)

Questionnaires for teaching performance

(inter/post)

Vignettes for reflective skills

(pre+post)

N students = 25  
N pupils = 50  
pre/inter/post data collection

### Data Analysis on Reflective Depth

Open Written Discourse Vignettes (Rehm 2016)

Qualitative Content Analysis (Kuckartz 2014)

Adaptation of 4-Level Reflectivity Model (Abels 2011)

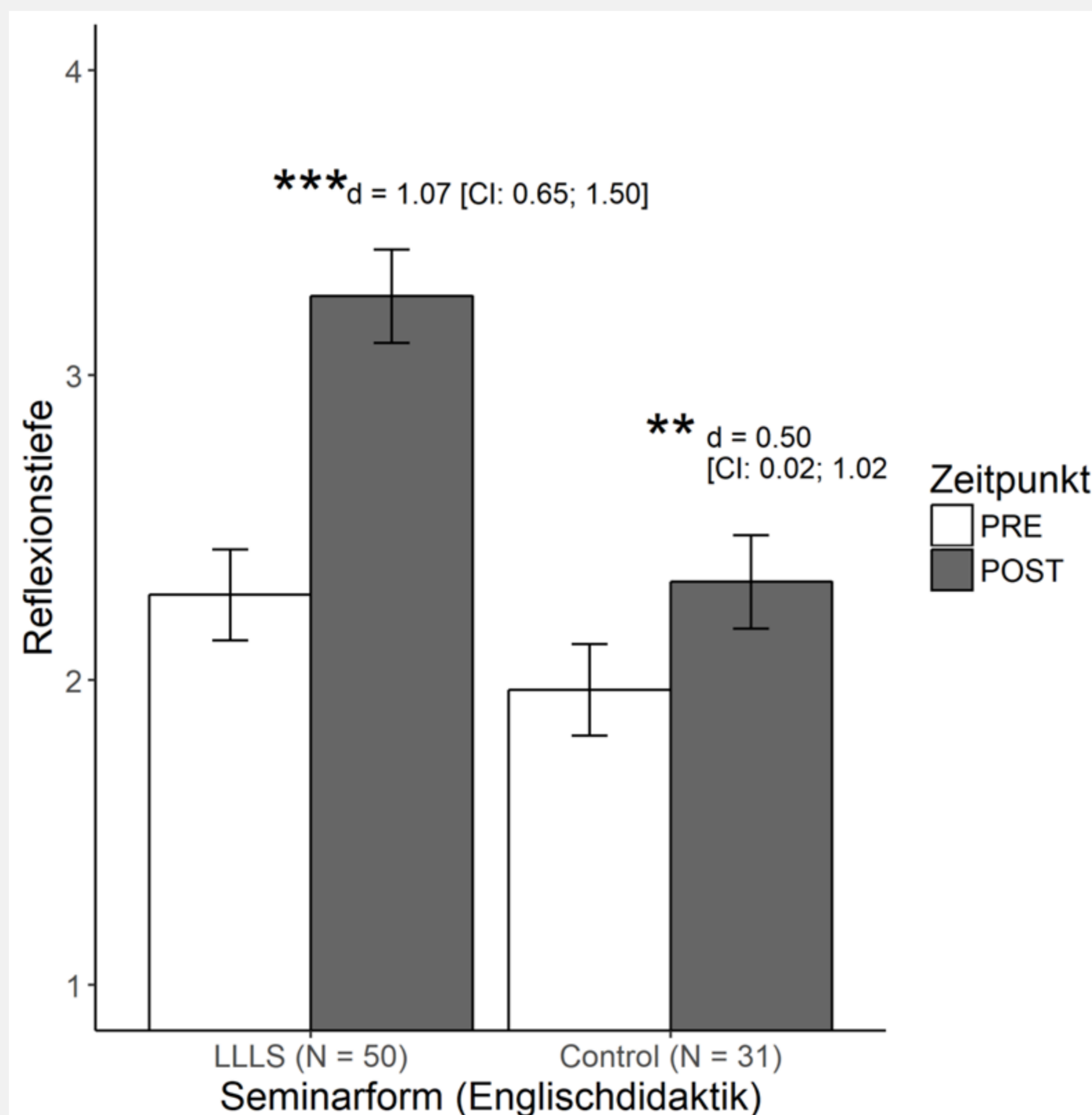
Allocation of Vignettes to 4 Levels

„Almost Perfect“ Intercoder Reliability (Landis & Koch 1977)

Scoring of Levels

### Preliminary Results on Reflective Depth

- Interventions to promote reflective skills in the *English Lab* are effective
- Lab-participants show higher increase in reflective depth ( $d^{***} = 1.07$ ,  $N = 50$ ) than trainees of comparable control group ( $d^{**} = .50$ ,  $N = 31$ ).



### Limitations & Perspectives

#### Limitations

- Reduced test effect due to small sample size per cohort and group (<50)
- Results should be considered within measurement uncertainty

#### Perspectives

- Future analyses of quantitative data
- Intersection of quantitative & qualitative data
  - Link between reflection & performance?
  - Link between knowledge integration & reflection?
  - Construction of a Foreign Language Teaching-model?

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#### CONTACT

