



KI im Fremdsprachenerwerb

Ein weites Feld

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Tagung “KI und fachspezifisches Lehren und Lernen: Quo vadis, Fremdsprachendidaktik?”

PH Ludwigsburg – 20. März 2026

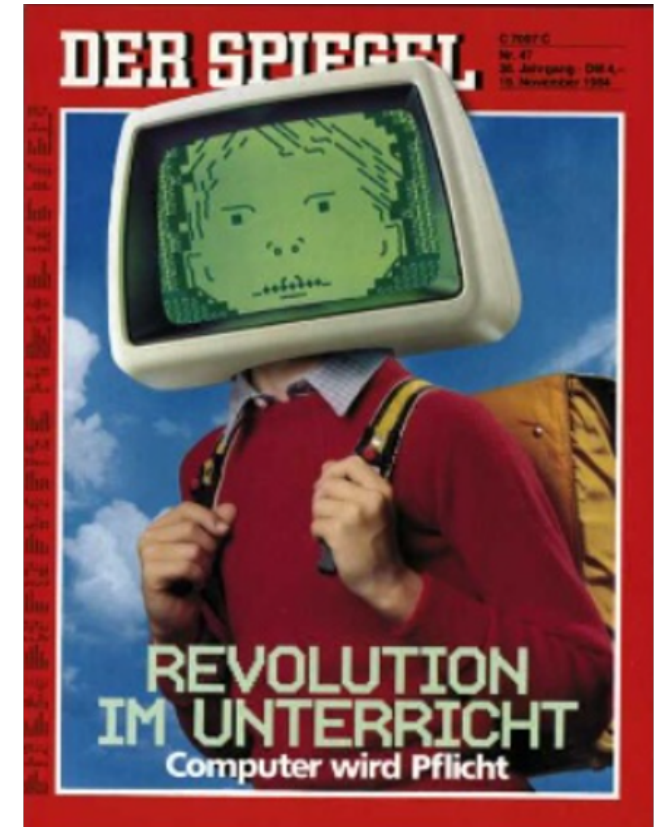


Digitalisierung und Künstliche Intelligenz in der Bildung?

- Digitalisierung der Bildung wird seit Jahren viel diskutiert:

Computer in alle Schulen, alle Schüler an die Computer – dieses Programm wollen die Kultusminister zügig verwirklichen.
[Spiegel Nr. 47 / 18.11.1984]

- Inzwischen ist Künstliche Intelligenz als aktueller Hype dazugestoßen – oft als eher abstrakte Vision einer sich ändernden Welt, gerne illustriert mit Robotern.



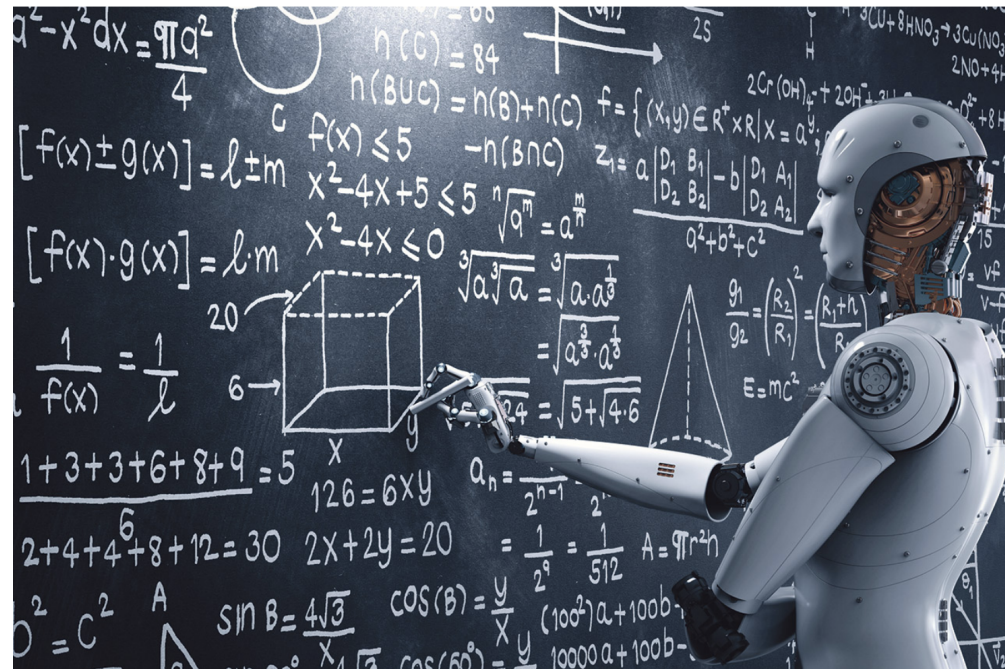


KI IN DER BILDUNG

DER DIGITALE LEHRER

Von Katharina Lehmann · 2021

Statt Frontalunterricht mit den gleichen Lerninhalten für über zwanzig Schüler zu geben, gehen KI-Systeme individuell auf die Lernbedürfnisse jedes einzelnen Schülers ein. Für Lehrer bedeutet das Entlastung – sie können sich vor allem um die Schüler kümmern, die ihre Hilfe am dringendsten brauchen.





KI@School Kick-Off Event in Bayern





Was ist Künstliche Intelligenz?

- KI = mit dem Computer Fähigkeiten imitieren, für die ein Mensch Intelligenz benötigt
- traditioneller KI-Ansatz, seit den 50ern: Wissen und Regeln explizit machen
 - erfolgreich: z.B. Deep Blue schlägt 1997 Schachweltmeister Garry Kasparov
 - begrenzt: Wissen und Regeln nicht in der Breite vorhanden & mangelnde Robustheit
- Datengetriebener KI-Ansatz des überwachten Maschinellen Lernens, seit den 80ern:
 - erfolgreich dort, wo viele Daten vorhanden sind, z.B. Spam-Detection (“Analytische KI”)
 - begrenzt: überwachtetes Maschinelles Lernen benötigt annotierte Trainingsdaten



Was ist Künstliche Intelligenz? (2)

- KI in der Praxis seit 2011 zunehmend genutzt: Digitale Sprachassistenten (Siri, ...), Dialogsysteme im Auto, maschinelle Übersetzung, Empfehlungssysteme, ...
 - meist hybride Ansätze (“Don’t guess if you know!”)
- Seit 2017 selbstüberwachter Ansatz des maschinellen Lernens basierend auf tiefen neuronalen Netzen (“Transformer”), die Ausgaben generieren (“Generative KI”)
 - Herausforderung: Wie können Milliarden von Parametern gelernt werden?
 - Idee: Texte als “annotierte” Trainingsdaten nutzen! Vorhersage von “maskierten” Wörtern ermöglicht Large Language Models (LLM) trainiert auf 1 Milliarde Wörter (2018), jetzt > 1 Billion
 - Chatbots entstehen aus LLM base models erst durch weiteres überwachtes Maschinelles Lernen, also extensive Annotation durch Menschen (Fine Tuning, Belohnungsmodelle für Reinforcement Learning)



Worauf sind Large Language Models optimiert?

LLMs sind darauf optimiert, wahrscheinliche Sprachsequenzen vorherzusagen, ohne jegliche sonstige Verbindung zur Welt oder Wissen (oder Lernende, Didaktik, Curricula).

“Die Grenzen meiner Sprache sind die Grenzen meiner Welt.” (Wittgenstein)



Generiert mit: ChatGPT Plus mit DALL·E



Voraussetzungen für effektiven KI Einsatz in der Bildung

- Digitalisierung und KI sind kein Selbstwert an sich – es ist essenziell zu überlegen
 - (i) was konkret ermöglicht werden soll,
 - (ii) um welche realen Herausforderungen des Bildungskontexts zu lösen,
 - (iii) basierend auf welchen wissenschaftlichen Erkenntnissen zum Lernen und Lehren der Fachdidaktiken, Psychologie, Erziehungswissenschaften . . .
- Systematische Zweitspracherwerbsforschung (SLA)
 - seit den 60er Jahren (Corder 1967; Selinker 1972)
 - eigenständige Disziplin etwa seit 2000 (Larsen-Freeman 2000)
 - Forschung zu kognitiven, motivationalen, sozialen Faktoren & Instructed SLA zum gesteuerten Erwerb
- SLA Fokus auf Mechanismen und Interventionsmöglichkeiten im Zweitspracherwerb
 - breiter als Fokus der deutschen Fremdsprachdidaktik auf Lehr-/Lernmaterialerstellung
 - enger als deutsche Fremdsprachdidaktik im Hinblick auf Kultur- und Literaturvermittlung



SLA Mechanismen – und wie sie KI-basiert unterstützt werden können

- Input und Erwerbssequenzen (Teachability)
- Impliziter Erwerb – explizites Lernen
 - Noticing
- Output
- Üben (Skill Acquisition Theory)
 - Feedback (Scaffolding)
 - Aufgabenorientierung (Task-Based Language Teaching)
- Interaktion



Input

- **Input Hypothesis** (Krashen 1985)
 - “comprehensible input” ist essentiell
 - $i + 1$: Input etwas komplexer als die “Interlanguage” des Lerners
- **Teachability** (Pienemann 1989):
 - Lernen passiert in systematischen Erwerbsstufen
 - Input (und Üben) nur da effektiv, wo Lernende dafür bereit sind
 - entwicklungsproximaler Input ist zentral für den Erwerb



Input – digital unterstützt

- Wie lässt sich die “Interlanguage” von SchülerInnen konkret charakterisieren?
 - Generative KI-Chatbots bieten keine valide GERS Klassifikation!
(Benedetto et al. 2025; Kruijsbergen & De Clercq 2024)
 - Computerlinguistische Analyse sprachlicher Komplexität ist effektiv (cf. <http://purl.org/dm/complexity.html>)
 - Bsp CTAP (<http://ctapweb.com>, Chen & Meurers 2016)

- Wie lässt sich individuell motivierender, sprachlich geeigneter $i + 1$ Input identifizieren?
 - Bsp SyB Syntactic Benchmark (<http://complexity.schule>, Chen & Meurers 2019)
 - Bsp FLAIR Suchmaschine (<http://flair.schule>, Chinkina & Meurers 2016)
 - Bsp Generierung von (multimedialen) Materialien mit generativer KI



CTAP: Analyse sprachlicher Komplexität (<http://ctapweb.com>, Chen & Meurers 2016)



- Elaboriertheit und Variabilität von
 - Lexik, Morphologie, Syntax, Semantik, Diskurs und Psycholinguistik
- Automatische Analyse für
 - Englisch: 845 Merkmale
 - Deutsch: 499 Merkmale
 - Portugiesisch: 475 Merkmale
 - Spanisch: 347 Merkmale
 - Französisch: 346 Merkmale



Entwicklungsproximaler Input – digital unterstützt – empirisch evaluiert

- Komplexitätsanalyse von Continuation Writing Tasks:
 - Englischlernende entwickeln sich für 403 von 575 Komplexitätsmaßen in Richtung der Komplexität des Texts (Chen & Meurers 2019)
 - ⇒ Alignment

- Interventionsstudie mit Englischlernenden (Chen, Meurers & Rebuschat 2022)
 - ⇒ Alignment mit entwicklungsproximaler Sprache („i + 1“) ist empirisch nachweisbar

SyB: Syntactic Benchmark (<http://complexity.schule>, Chen & Meurers 2017)

My first day at Hogwarts

This morning I woke up at 8 o'clock, then I went at breakfast. After breakfast I took my backpack and went with my parents to King's Cross by car. There I went in the red Hogwarts express, said good-bye to my Mum and the train has started. After 2 hours we had arrived there. Hagrid has received us. Then we went to the boats and over the sea to Hogwarts. In Hogwarts Professor has bringted us in the Great Hall. Hogwarts is so big. There we are to be sorted in the 4 houses by sorting hat. There are f4 houses, Griffindor, Huffelpuff, Ravenclaw and Slitherin. Nobody wanted to Slitherin because there were the dark Wizards. So I was sorted to Gryffindor. I was so happy. My friends Jonathan and Denny are Hufflepuffs. After sorting, we had eaten so much. I have heard that the house elves had maked the lunch. After lunch, Professor Dumbledore had said a lot of things with the forrest and other things. Then the trust student, it was James Sirius, the son of Harry Potter has bringted us to the Griffindor leasure room and to the dormitorys. I share my room with the son of Newt and Lunas son. Yet I lie on my bed and think about playing Quidditch and the teachers. Good bye diary book.

Challenge

Analyze



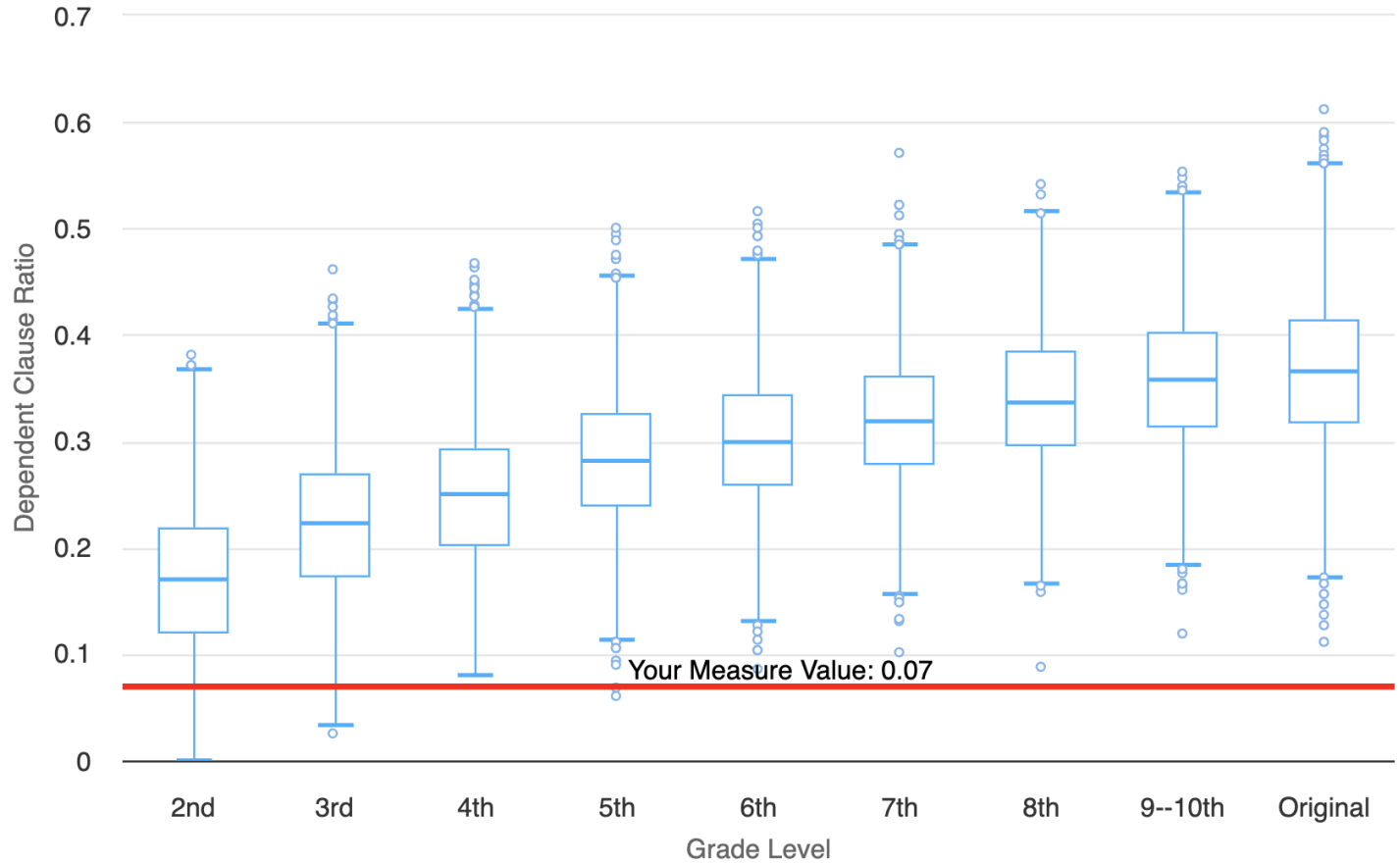
This text is used to scale your proficiency on the target levels. It will be analyzed automatically to identify the aspect of your language that needs to be further improved.

Syntactic Measure:

Dependent Clause Ratio ▼

Challenge

Dependent Clause Ratio

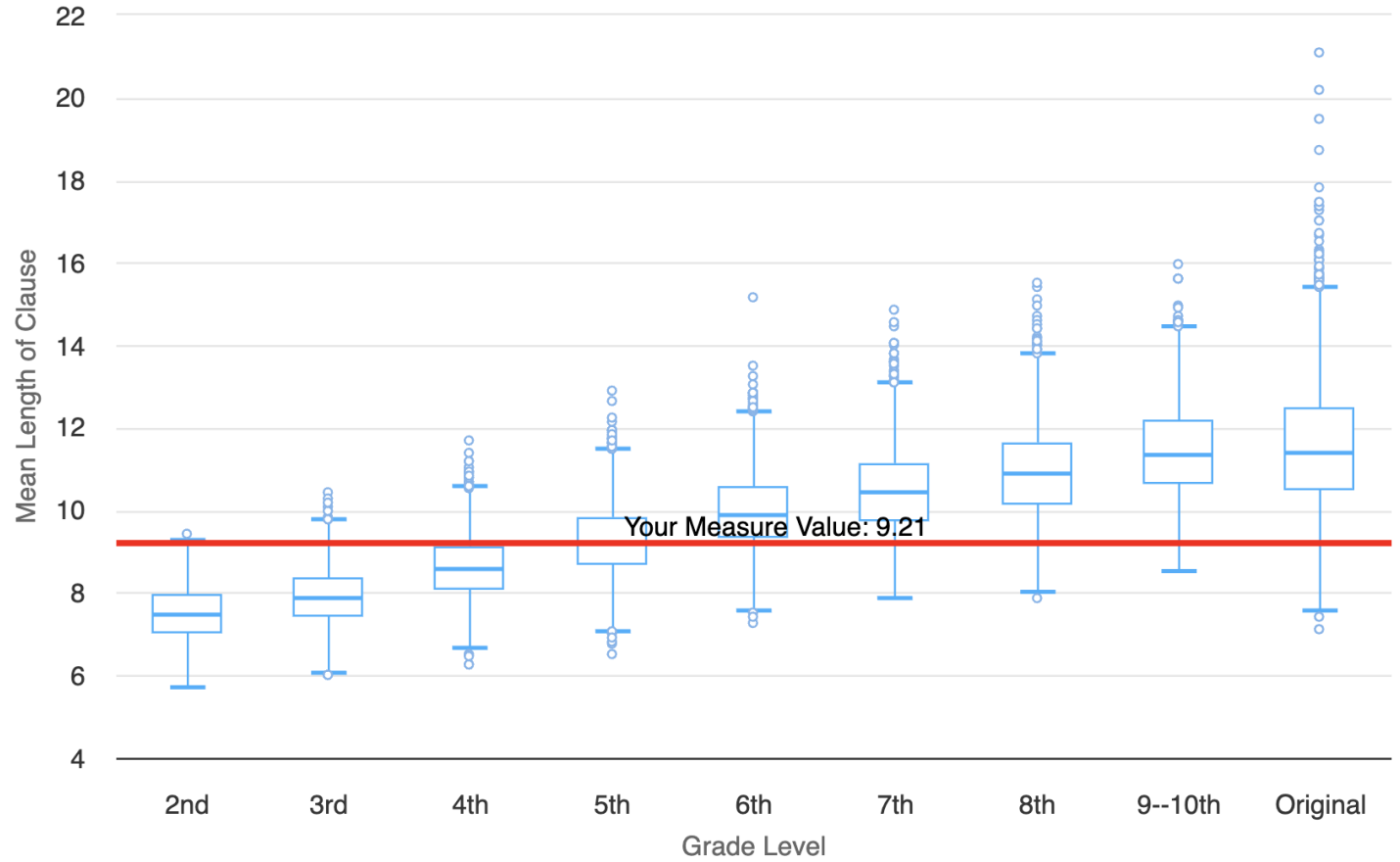


Syntactic Measure:

Mean Length of Clause

Challenge

Mean Length of Clause



All Grade Levels ▼

Challenge Level



Middle-class Latinos "step it up a notch" as communities thrive

Target Measure: 10.19

When Rick Rodriguez Sr. moved into a three-bedroom home in Downey, California, in the mid-1980s, a neighbor interrupted his yard work with a question: "You're not going to be one of those guys that parks in the front yard and lets chickens run around in the front yard, are you?" Rodriguez, 54, one o...

Grade Level: 8th



11 of 12 defendants in Atlanta schools case found guilty

Target Measure: 10.05

ATLANTA ? After considering nearly five months of testimony, a Fulton County jury convicted all but one of the dozen former Atlanta teachers and administrators on trial in the largest test-cheating scandal in the nation. On Wednesday afternoon, 10 former teachers and school administrators were handcuffed...

Grade Level: Original



Rude political candidates conflict with school anti-bullying rules

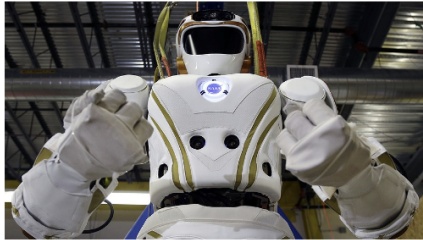
Target Measure: 9.27

BUFFALO, N.Y. ? Ryan Lysek rose to become vice president of his fifth-grade class at Lorraine Academy in Buffalo, New York. The sitting veep got bounced for saying things that went against the school's anti-bullying rules. So the 10-year-old is a little puzzled that candidates running to lead the co...

Grade Level: 8th

All Grade Levels

Challenge Level



NASA's Valkyrie robots set the table for human life on Mars

Target Measure: 12.40

LOWELL, Mass. ? Four sister robots built by NASA could be pioneers in the colonization of Mars, part of an advance construction team that sets up a habitat for more fragile human explorers. But first they're finding new homes on Earth and engineers to hone their skills. The space agency has kept on...

Grade Level: Original



L.A. subway work burps up a bonanza of prehistoric swag

Target Measure: 12.51

LOS ANGELES ? Seventy feet below Wilshire Boulevard, subway construction crews were hard at work. Fresh air roaring from giant ventilation pipes partly covered up the sickly sweet smell of petroleum. Amid the clatter of jackhammers and the whine of a mini-excavator, paleontologist Kim Scott scouted ...

Grade Level: 9--10th



Don't count on dance class to give your kid a workout, study warns

Target Measure: 12.73

Only 8 percent of kids enrolled in after-school dance programs got enough exercise during class to meet federal guidelines for moderate to vigorous physical activity, a new study finds. Even worse, only 6 percent of adolescents got the recommended 30 minutes of moderate to vigorous exercise during t...

Grade Level: Original



Vom Forschungsprototyp zu einem in der Praxis nutzbaren Werkzeug

- Der exklusive Fokus auf einen spezifischen Aspekt linguistischer Komplexität ist für den realen Einsatz zu akademisch.
 - Wie ermöglichen wir der Lehrkraft eine Auswahl von Material, das
 - (i) reich an **entwicklungsproximalen sprachlichen Mitteln** ist
 - **Lehrkräfte** spezifizieren allgemeines Sprachniveau und pädagogisch fokussierte sprachliche Mittel.
 - (ii) **inhaltlich motivierend** ist
 - **Lernende** suchen nach Texten, die ihren individuellen Interessen entsprechen.
- ⇒ FLAIR-Suchmaschine (<http://flair.schule>, Chinkina & Meurers 2016)

FLAIR-Suchmaschine (<http://flair.schule>, Chinkina & Meurers 2016)



FLAIR



Search



Click on the search icon below and type in a query. FLAIR will fetch the top results from the Bing Search Engine.

Configure



Configure the settings: text (difficulty, length) and language (the passive, wh- questions, academic vocabulary, ...). You can export the settings to apply them to all further searches. FLAIR will re-rank the documents



Enter a query

climate change | site:www.bbc.com

English

50 Results

50 Results (0 Filtered)

VISUALIZE ↗

SHARE SEARCH SETUP ↗

Text Characteristics: ☰

Length:

Prefer shorter texts.

Levels:

- ✓ A1-A2 0 / 50
- ✓ B1-B2 34 / 50
- ✓ C1-C2 16 / 50

Constructions: ✓

- ▼ Sentences ↻
- ▼ Parts of Speech ↻

Language Use: 📄

Academic Vocabulary ✎ ↻

'climate change site:www.bbc.com'

- 1** **What is climate change? A really simple guide - BBC News** ⋮

<https://www.bbc.com/news/science-environment-24021772>

→ Climate change is a shift in those average conditions. The rapid climate change we are now seeing is caused by humans using oil, gas and coal for their homes, factories and transport. When...
- 2** **A brief history of climate change - BBC News** ⋮

<https://www.bbc.com/news/science-environment-15874560>

→ Climate change hardly registers on the agenda, which centres on issues such as chemical pollution, atomic bomb testing and whaling. The United Nations Environment Programme (Unep) is formed as a ...
- 3** **Climate change: IPCC report warns of 'irreversible' impacts ... - ...** ⋮

<https://www.bbc.com/news/science-environment-60525591>

→ The Intergovernmental Panel on Climate Change says that humans and nature are being pushed beyond their abilities to adapt. Over 40% of the world's population are "highly vulnerable" to...
- 4** **Climate change: 12 years to save the planet? Make that 18 mo...** ⋮

<https://www.bbc.com/news/science-environment-48964736>

→ Prince Charles has stressed how important the next 12 months are in tackling climate change One of the understated headlines in last year's IPCC report was that global emissions of carbon dioxide...
- 5** **Climate change: Young people very worried - survey - BBC News** ⋮

<https://www.bbc.com/news/world-58549373>



▼ Sentences ↻

▼ Parts of Speech ↻

▼ Verbs ↻

▼ Verb Forms ↻

▼ Tenses ↻

▼ Aspect ↻

▼ Time ↻

▼ Voice ↻

▼ Phrasal ↻

✓ Phrasal verbs ⓘ 48/50



▼ Modal ↻

▼ Transitive ↻

▼ Imperative ↻

'climate change site:www.bbc.com'

1

The law that could make climate change illegal - BBC Future

<https://www.bbc.com/future/article/20200706-the-law-that-could-make-climate-change-illegal>

Climate change is a global problem – if it is not tackled everywhere, it will affect everyone. The modern world is also incredibly intertwined: products – and resultant emissions – made in one...



2

Climate change: US formally withdraws from Paris agreement

<https://www.bbc.com/news/science-environment-54797743>

After a three-year delay, the US has become the first nation in the world to formally withdraw from the Paris climate agreement. President Trump announced the move in June 2017, but UN regulations ...



3

Climate change: Can an enormous seaweed farm help curb it?

<https://www.bbc.com/news/science-environment-63200589>

He's confident his Seafields floating farm will draw sufficient CO2 from the air to moderate the effects of climate change, while also earning its backers carbon credits. At 55,000 sq km (21,200 ...



4

Plant-based diet can fight climate change - UN - BBC News

<https://www.bbc.com/news/science-environment-49238749>

Climate change poses a threat to the security of our food supply. Rising temperatures, increased rain and more extreme weather events will all have an impact on crops and livestock.



5

The climate films shaping society - BBC Future

<https://www.bbc.com/future/article/20221021-how-climate-change-in-film-shape-society>

The law that could make climate chan... ✕

B1-B2

149 Sentence(s)

2802 Word(s)

2020. People are frustrated, but several governments have come and gone since the goal was set. "Don't blame us," the current government says. "We didn't take the decisions that led us here."

The short-term cycles of government can be a real problem for climate change. Even if climate goals are **laid down** in law, there can often be few concrete measures to stop a succession of governments from taking decisions that collectively **end up** with them being missed.

But a new and ambitious climate law recently passed in Denmark tries to find a way around this problem, and some of the other common pitfalls of climate laws. It makes Denmark one of a small number of countries beginning to provide new blueprints of how government can genuinely tackle climate change. Its law could **turn out** to be one of the closest things yet to a law that would make climate change – or at least the lack of effort to stop it – genuinely illegal.

You might also like:



Construction Count Weight

Verbs > Phrasal > Phrasal... 14 (5)

ALL CONSTRUCTIONS

Export document

Include text formatting





Authentische Materialien sind nicht immer verfügbar → Generative KI

Bsp Ein schottischer Wetterbericht  (generiert mit ChatGPT-4o)

Bsp Ein einfacher Text zu einem frei gewählten Thema (generiert mit Gemini 3.1 Pro):

Generate a short text about the zoo in London in simple language and mark all connectives.

A Trip to the London Zoo

The London Zoo is a great place to visit. It is very old, **and** it has many amazing animals. Many families go there **because** it is fun. You can see tall giraffes, big tigers, **and** funny penguins.

There are many things to do, **so** you will not get bored.



Herausforderung bei der Generierung von Materialien mit generativer KI

But the "and" in the sentence You can see tall giraffes, big tigers, and funny penguins is a coordination of noun phrases, not a connective linking sentences!

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Gedankengang anzeigen ▼

You are absolutely right. Great catch!



Noticing

- Input allein führt nur zu **Basisvarietäten** (Klein & Perdue 1997).
- Relevante sprachliche Evidenz muss wahrgenommen werden: Input → Intake
 - **Noticing**-Hypothese (Schmidt 1995)
 - **Focus-on-Form** (Long 1991; Lightbown 1998)



⇒ Salienz erhöhen: **Input enhancement** (Sharwood Smith 1993)



Noticing – digital unterstützt

- Visuelles Input Enhancement:
 - s.o. Textgenerierung mit Hervorhebungen mit generative KI (und Problembewusstsein)
 - Bsp VIEW: Visual Input Enhancement of the Web (Meurers et al. 2010)
- Funktionales Input Enhancement (Chinkina & Meurers 2017)
Generierung von Fragen zu Sätzen, welche die sprachlichen Zielformen enthalten

VIEW: Visual Input Enhancement (Meurers et al. 2010)



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Cows also 'have regional accents'

Cows have regional accents like humans, language specialists have suggested.

They decided to examine the issue after dairy farmers noticed their cows had slightly different moos, depending on which herd they came from.

John Wells, Professor of Phonetics at the University of London, said regional twangs had been seen before in birds.

The farmers in Somerset who noticed the phenomenon said it may have been the result of the close bond between them and their animals.

Farmer Lloyd Green, from Glastonbury, said: "I spend a lot of time with my ones and they definitely moo with a Somerset drawl.



Cows moo with a regional twang

 [Listen](#) **Cow moo recordings**

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Cows also 'have regional accents'

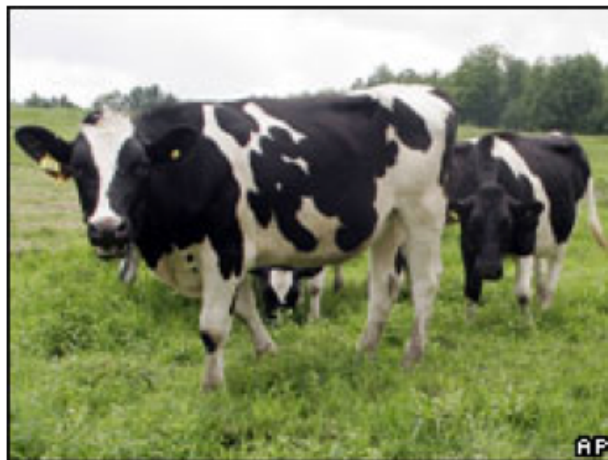
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1 Doubt cast **on** Israel raid



Noticing – digital unterstützt – empirisch evaluiert

- Ziegler et al. (2017): Studie zur Unterstützung von Noticing
 - (in)definite Artikel des Englischen
- Ruiz, Rebuschat & Meurers (2021): Interventionsstudie zum Erwerb von Phrasal Verbs
 - ⇒ größerer Nutzen der Formfokussierung für Lernende mit höherer Arbeitsgedächtniskapazität



Output – digital unterstützt

- **Output hypothesis** (Swain 2005)
 - Sprachproduktion essentiell, da nur dann explizite Ausspezifikation erforderlich ist (bei Sprachrezeption muss durch Redundanz nicht alles dekodiert werden)
- Generative KI ist optimiert auf sprachlichen Output
 - vielfältiger Input für Lernende
 - aber bei Nutzung zur Output-Unterstützung Gefahr von Skill-Skipping für Lernende
- Sinnvolle Unterstützung von Fortgeschrittenen bei der Suche nach Formulierungsalternativen
 - Allgemeine Chatbots mit spezifischen Prompts prinzipiell nutzbar

Bsp Generative Reformulierungs-Tools (<http://deepl.com/write>)

Bsp Korpusbasierte Tools (<https://www.sketchengine.eu/skell>)



Output – digital unterstützt mit spezifischem KI-Tool

Bessere Texte mit DeepL Write

Englisch (britisch) ▾

↔ Satz umformulieren Wort austauschen ✕

Stil ▾ Begriffe ⋮

✕

New York is a bustling city in the state of New York, famous for its towering skyscrapers. Moreover, it is home to millions of people who contribute to its rich cultural diversity. Because the city never seems to rest, it is often called "the city that never sleeps."

✕

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vibrant ...
lively ...
busy ...
buzzing ...
thriving ...

👍 👎 ✎ 📄



Output – digital unterstützt mit korpusbasiertem Tool

- Werkzeuge, die kuratierte Korpora nutzen, können gezielter unterstützen:
Sketch Engine for Language Learners (SkELL)

consider verb

Examples Word sketch **Similar words**

see know believe describe find think have regard give be suggest call want make
do accept recognize put include discuss identify choose support bring show offer
present set understand claim

bring
claim
show
set
identify
give
find
regard
have
want
present
understand
offer
do
think
make
describe
include
discuss
choose
put
accept
be
support
recognize

consider verb ✓ Show context

Examples **Word sketch** Similar words

subjects of "consider"		object of consider	
1.	historian historians consider	1.	possibility consider the possibility
2.	critic critics consider	2.	option considering options
3.	scholar scholars consider	3.	factor factors considered
4.	court court considers	4.	part considered part of the
5.	worth be worth considering	5.	fact considering the fact that
6.	Court Court considered	6.	issue consider the issue
7.	Committee Committee considered	7.	case consider the case
8.	government government considered	8.	proposal consider proposals
9.	committee committee considered	9.	matter consider the matter
10.	authority authorities considered	10.	question consider the question



Üben

- Skill Acquisition Theory (DeKeyser 2005)
 - Unterricht vermittelt deklaratives Wissen, danach ist **Üben** für automatisierte Fertigkeiten erforderlich.
 - Ziel: flüssige Fähigkeit, die keine Aufmerksamkeit bindet
- Lernende individuell adaptiv unterstützen
 - scaffolded Feedback während der Bearbeitung einer Aufgabe (Mikro-Adaptivität)
 - individuelle Auswahl von Lernaktivitäten (Makro-Adaptivität)

Für Lehrkräfte illusorisch (Kunze & Solzbacher 2008): Mangel an Zeit, Diagnostik, Materialien

⇒ Intelligente Tutorsysteme können von Lehrkraft orchestrierten Unterricht ergänzen

Bsp Intelligentes Tutorsystem FeedBook (Rudzewitz et al. 2017; Meurers et al. 2019)



Üben – digital unterstützt im ITS FeedBook

Grammar check: Problems

Everyone has got problems. What could these people do differently?

0. Gillian is sad. Her mother never has any time for her.

If Mrs Collins had more time for Gillian, Gillian wouldn't be so sad.

1. Mrs Collins feels bad. She should listen more to Gillian.

If she listens more to Gillian, she feels better.

2. Gwynn is very disappointed. Gillian doesn't like Wildings School as much as I

If Gillian like Wilding School as much as I

AUSGANGS-
PUNKT

ZIEL

2 Welcome to Wales

CYP 2 Grammar check: Problems

Everyone has got problems. What could these people do differently? Use conditional clauses in your answers.

0. Gillian is sad. Her mother never has any time for her.

If Mrs. Collins had more time for Gillian, Gillian wouldn't be so sad.

1. Mrs Collins feels bad. She should listen more to Gillian.

If she listens more to Gillian, she feels better.

2. Gwynn is very disappointed. Gillian doesn't like Wilding

3. George and Rajiv feel bad because they don't have a pres

Feedback für "If she listens more to Gillian, she..."

With conditional clauses (type 2), we use the simple past in the if-clause, not the simple present.

Hilfreich?

Ja Nein

OK

FeedBook: Feedback zu sprachlichen Formen

B 1 Off to Greece again

Mr Lambraki is checking flights to Greece. Read the information he has found on the two airlines and use the adjectives below to compare them.

• LiF8R: Comparison of adjectives

expensive (ticket) · early (departure) · attractive (shopping on board) · good (choice of food offered on board) · healthy (food and drinks) · suitable (airport) · cheap (tickets for shuttle bus) · friendly (service on board) · easy (online booking)

Midair	Air-Con
<ul style="list-style-type: none">• London – Athens from 39 pounds• departure 7.00 am• non-stop• small choice of duty free articles for shopping on board• low-calorie and vegetarian food available¹• from Gatwick only 28 miles from London• tickets for shuttle bus are 10 euros	<ul style="list-style-type: none">• London – Athens from 57 pounds• departure 12.15 pm• via Berlin• all international brands for shopping on board• snacks: crisps and chocolate bars• from Stansted only 40 miles from London• tickets for shuttle bus are 10 euros

1.

The tickets at Air-Con are expensiver than at Midair.

?

2.

?

FeedBook: Feedback zu sprachlichen Formen

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Feedback für "The tickets at Air-Con are expensiv..."

When an adjective has three or more syllables, we form the comparative with 'more' and the superlative with 'most'.



Hilfreich?

Ja Nein

OK

1.

The tickets at Air-Con are expensiver than at Midair.

2.

FeedBook: Feedback zu sprachlicher Bedeutung und Formen

B1 Gillian's diary

Read Gillian's diary entry and complete these sentences.

<p>Friday 23rd September</p> <p>We'll drive to the north coast tomorrow and have a look at two boarding schools with Gwynn. His sister went to Wildings and he says it would be great for me. If they had a football team, it wouldn't be so bad, but it's all so girly-girly with horses and ballet dancing and everything, yuk! I don't want to go to the school in Llandysul either. It still feels like Gwynn and Mum just want me to go to boarding school because of the new baby. Miss my pals like crazy, miss London and my old school. If my friends were here, boarding school would actually be fun. Being the new girl at school without any friends will be horrible. ☹️ And it's all Gwynn's fault! The village where we live now is the worst. 20 minutes to the nearest supermarket. If there was a shopping</p>	<p>centre, I could at least go shopping. But there's nothing, no shops, no cinema, no nothing ... only sheep!</p> <p>My room is really nice and big though and we have a fab garden which is great for playing football. If I made some friends in the village, we could have a great time there. I met Gruffudd, the boy from next door, this afternoon. He seems nice. He started talking to me in Welsh and I couldn't understand ANYTHING. He then spoke English and told me he plays rugby. Well, it's not football but I might have to learn to like it. They all love rugby here.</p> <p>Aargh, if I had some credit on my phone, I could call Caroline. Hope I get some pocket money tomorrow.</p>
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1. Gwynn thinks Wildings School would be great for Gillian because

it is great

FeedBook: Feedback zu sprachlicher Bedeutung und Formen

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Read Gillian's diary entry and complete these sentences.

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My room is really nice and big though and we have a fab garden which is great for playing football. If I made some friends in the village, we could have a great time there. I met Gruffudd, the boy from next door, this afternoon. He seems nice. He started talking to me in Welsh and I couldn't understand

Feedback für "it is great"

There seems to be important information missing in your answer. Please have a look at the highlighted passage in the text.



Hilfreich?

Ja Nein

OK

1. Gwynn thinks Wildings School would be great for Gillian because

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FeedBook: Feedback zu sprachlicher Bedeutung und Formen

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1. Gwynn thinks Wildings School would be great for Gillian because

his sister goes there

FeedBook: Feedback zu sprachlicher Bedeutung und Formen

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My room is really nice and big though and we have a fab garden which is great for playing football. If I made some friends in the village, we could have a great time there. I met Gruffudd, the boy from next door, this afternoon. He seems nice. He started talking to me in Welsh and I couldn't understand

Feedback für "his sister goes there"

We are talking about something that happened in the past. Please use the simple past, not the simple present.



Hilfreich?

OK

Ja Nein

1. Gwynn thinks Wildings School would be great for Gillian because

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FeedBook: Feedback zu sprachlicher Bedeutung und Formen

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1. Gwynn thinks Wildings School would be great for Gillian because

his sister went there



Integration des individuellen Übens in task-basierten Unterricht?

- Idee: Üben sollte Schüler befähigen, erfolgreich am task-basierten Unterricht teilzunehmen.
 - verbessert die Akzeptanz des Übens als Pre-Task-Aktivitäten in einem aufgabenbasierten Curriculum
 - fördert die intrinsische Motivation und das Bewusstsein der eigenen Fähigkeiten bei den Schülern

comparatives (one or two syllables) 1	comparatives (one or two syllables) 1 - more practice 1	comparatives (three or more syllables) 1
comparatives (three or more syllables) 1 - more practice 1	comparatives (mixed) 1	comparatives (mixed) 1 - more practice 1
comparatives (mixed) 2	comparatives (mixed) 2 - more practice 1	comparatives (mixed) 3



CYCLE 2: BOARDING SCHOOL LIFE

GOAL: WRITE RULES FOR YOUR PERFECT BOARDING SCHOOL!

SECTIONS: Grammar - Conditional Clauses type 2, Grammar - Comparatives / Superlatives, Words and Phrases

Legend:

- COMPARATIVES (ONE OR TWO SYLLABLES): 1st, 2nd, 3rd
- COMPARATIVES (THREE OR MORE SYLLABLES): 1st, 2nd, 3rd
- COMPARATIVES (MIXED): 1st, 2nd, 3rd
- SUPERLATIVES (ONE OR TWO SYLLABLES): 1st, 2nd, 3rd
- SUPERLATIVES (THREE OR MORE SYLLABLES): 1st, 2nd, 3rd
- SUPERLATIVES (MIXED): 1st, 2nd, 3rd

1. Die finale Aufgabe explizit machen

CYCLE 2: BOARDING SCHOOL LIFE

GOAL WRITE RULES FOR YOUR PERFECT BOARDING SCHOOL!



SECTIONS: GRAMMAR - CONDITIONAL CLAUSES TYPE 2 GRAMMAR - COMPARATIVES / SUPERLATIVES WORDS AND PHRASES

Legend

COMPARATIVES (ONE OR TWO SYLLABLES)	1	2 2 1	MORE PRACTICE
COMPARATIVES (THREE OR MORE SYLLABLES)	2	5	CHALLENGE ME
COMPARATIVES (MIXED)	3A	5	MORE PRACTICE
	3B	1 3	MORE PRACTICE
	3C	1 1 3	MORE PRACTICE
	3D	3 2	MORE PRACTICE
	3E		PRACTICE
SUPERLATIVES (ONE OR TWO SYLLABLES)	4		PRACTICE
SUPERLATIVES (THREE OR MORE SYLLABLES)	5		PRACTICE
SUPERLATIVES (MIXED)	6A		PRACTICE

2. Üben nach aufgabenrelevanten sprachlichen Mitteln organisieren

CYCLE 2: BOARDING SCHOOL LIFE

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SECTIONS: GRAMMAR - CONDITIONAL CLAUSES TYPE 2 GRAMMAR - COMPARATIVES / SUPERLATIVES WORDS AND PHRASES

Legend

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	3E		PRACTICE
	4		PRACTICE
SUPERLATIVES (ONE OR TWO SYLLABLES)	5		PRACTICE
SUPERLATIVES (THREE OR MORE SYLLABLES)	6A		PRACTICE
SUPERLATIVES (MIXED)			PRACTICE

3. Inkrementelle Aufgabenkomplexität

CYCLE 2: BOARDING SCHOOL LIFE

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SUPERLATIVES (THREE OR MORE SYLLABLES)	5		PRACTICE
SUPERLATIVES (MIXED)	6A		PRACTICE

zunehmende Schwierigkeit



4. Feedback zum Erfolg in Relation zur erhaltenen Unterstützung

CYCLE 2: BOARDING SCHOOL LIFE

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SECTIONS: GRAMMAR - CONDITIONAL CLAUSES TYPE 2 GRAMMAR - COMPARATIVES / SUPERLATIVES WORDS AND PHRASES

Legend

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SUPERLATIVES (THREE OR MORE SYLLABLES)	5		PRACTICE
SUPERLATIVES (MIXED)	6A		PRACTICE

Correct at first try
Correct after feedback
Incorrect or missing

5. Feedback zum Erwerbskriterium

CYCLE 2: BOARDING SCHOOL LIFE

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SECTIONS: GRAMMAR - CONDITIONAL CLAUSES TYPE 2 GRAMMAR - COMPARATIVES / SUPERLATIVES WORDS AND PHRASES

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SUPERLATIVES (THREE OR MORE SYLLABLES)	5		PRACTICE
SUPERLATIVES (MIXED)	6A		PRACTICE

„Ready-to-Go-ness“:

- alle Schwierigkeitsgrade in Angriff genommen
- 60% beim ersten Versuch beim komplexesten richtig



Üben – digital unterstützt im ITS FeedBook – empirisch evaluiert

- Das FeedBook deckt die sprachlichen Mittel des Englisch-Bildungsplans der 7. Klasse in Baden-Württemberg ab → unterstützt ganzjährige randomisierte Feldstudien
- 1. RCT: Verbessert scaffolded Feedback während des individuellen Übens das Erlernen der sprachlichen Mittel des Bildungsplans? (Meurers et al. 2019)
 - Zehn reguläre Englischklassen in der 7. Klasse an Gymnasien, FeedBook als Arbeitsheft.
 - Within-class randomization: Wer erhält für welche sprachlichen Mittel spezifisches Feedback?
 - ⇒ Feedback verbessert Lernerfolg um 63% (Cohens $d = 0.56$)
- 2. RCT mit 847 SchülerInnen aus 36 Klassen im Fach Englisch, 7. Klasse
 - Verschiedene Analysen in Vorbereitung, inkl. kognitiver Messungen und Klassenzimmer-Videographie durch Partner an der Univ. Lüneburg: Torben Schmidt, Diana Pili-Moss, Carolyn Blume
 - ⇒ motivationales Feedback durch Avatar nach korrekter Aufgabenabgabe ist nur anfänglich effektiv
 - ⇒ aufgabenorientiertes Dashboard führte zu signifikant höheren Lernzuwächsen
- DigBinDiff & AI2Teach RCTs: kognitive Unterschiede, Lehrer-Dashboards, -Fortbildungen

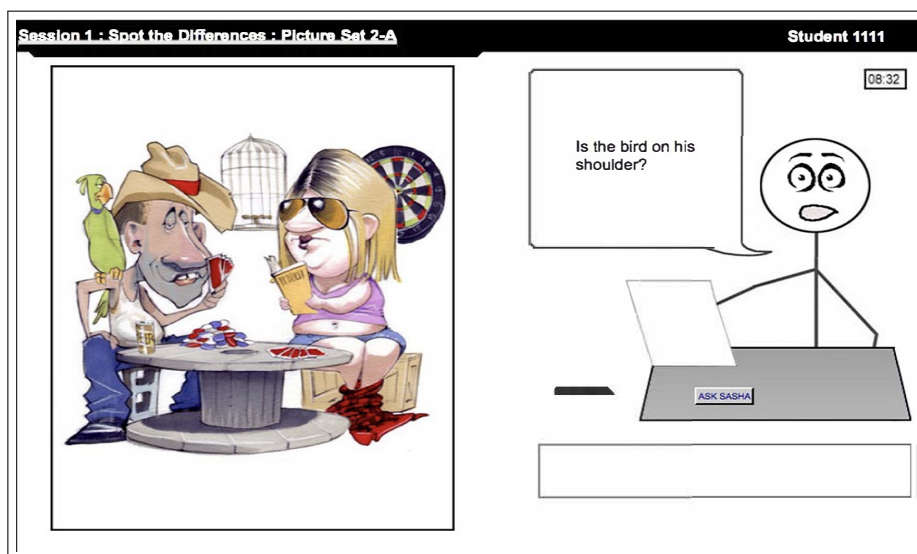


Interaktion

- Soziale **Interaktion** zentral für sprachliche Entwicklung
 - Lernen resultiert aus Interaktion mit einem Lerner in seiner **Zone of Proximal Development (ZPD)**
(Vygotsky 1986; Lantoff & Appel 1994)

Interaktion – digital unterstützt (Sascha) – empirisch evaluiert

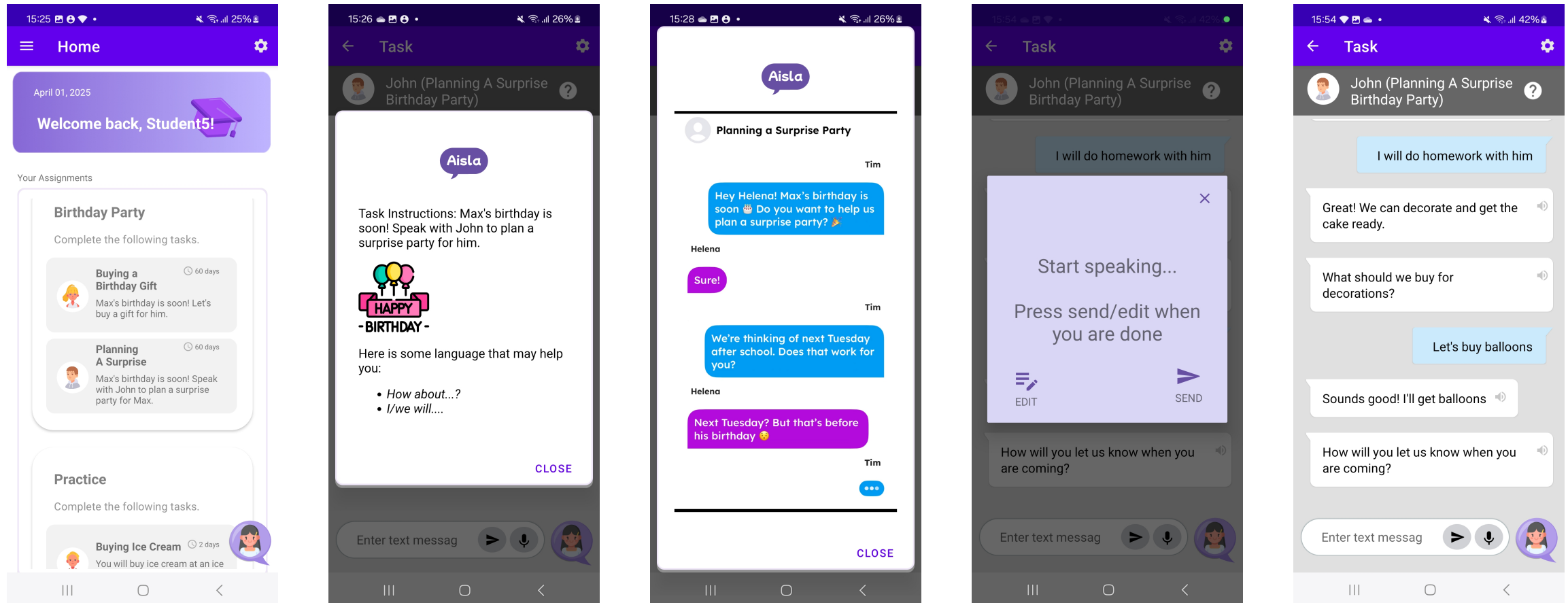
- Petersen (2010): Erwerb englischer Fragen
 - Forschungskontext: Entwicklungssequenzen vorgeschlagen von Pienemann & Johnston (1987)
 - Forschungsfrage: Wirksamkeit von Recasts im gesprochenen und geschriebenen Modus
- Sascha unterstützt Dialoginteraktion in Information-Gap-Tasks



Ergebnis der experimentellen Studie:

- Lernende zeigten mit Sascha gleiche Erwerbssequenzen
- wie bei mündlicher Interaktion mit Mensch,
- beide besser als die Kontrollgruppe.

Gesprochensprachliche Dialog-Tasks in AISLA (Bear & Chen 2023; Bear et al. 2024)



- Evaluation: Studie zu interkultureller Kompetenzentwicklung (Diss von Elizabeth Bear)



Zusammenfassung

- Eine Nutzung von KI Methoden ist da sinnvoll und effektiv, wo sie konkrete Desiderate auf Basis der Mechanismen des Fremdspracherwerbs adressiert.
- Viele Kernmechanismen des Fremdspracherwerbs lassen sich digital unterstützen:
 - entwicklungsproximaler Input, Noticing → adaptives Input Enhancement und Input Enrichment
 - Üben mit Feedback/Scaffolding und Aufgabenorientierung → Intelligente Tutorsysteme
 - Interaktion → pädagogisch gestaltete Dialogsysteme (entwicklungsproximale Sprache, ICC)
- KI ist kein Deus-ex-Machina – KI-basierte Werkzeuge sind da nachweisbar effektiv, wo sie gezielt für einen spezifischen Zweck entwickelt und evaluiert werden.
 - Allgemeine generative KI-Tools sind optimiert für die Produktion von Sprache – nicht Bildungsaspekte.
 - Für valide sprachliche Diagnostik, Interpretation von Lernprozessen & Exploration didaktischer Möglichkeiten zum Erreichen curricularer Ziele bleibt fachdidaktische Forschung zentral.



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