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Title: Investigating the Efficacy of Linguistic Strategies in the EFL Classroom.

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Abstract

This thesis investigates the efficacy of linguistic strategies in relation to accuracy and learner participation in the EFL classroom. Based on a substantial amount of transcribed discourse, the empirical section of the paper discusses important linguistic and didactic implications of a number of prevalent and recurring conversation strategies in the particular context. Conversation Analysis (CA) is used as the underlying theoretical approach due to its strong linguistic focus on spoken discourse, which more general discourse theories including Discourse Analysis and CDA fail to share. The thesis draws on additional data from timed observation protocols to compensate for the lack of visuals in the audio-recordings that are used in favor of a less invasive research setting to allow for a more natural flow of interaction. Additionally, teacher interviews are conducted to assess to what extent conversation strategies are used consciously by the teacher, whereas pupil interviews help elicit learners' emotive perceptions of prevailing conversation strategies such as praise or different forms of repair.