THE EFFECTS OF A TECHNOLOGY-SUPPORTED TRAINING SYSTEM ON

SECOND LANGUAGE USE STRATEGIES FOR INTERNATIONAL TEACHING

ASSISTANTS

Shenghua Zha

Dr. Gail Fitzgerald, Dissertation Supervisor

ABSTRACT

The purpose of this quasi-experimental study is to investigate the effectiveness of online strategy-based instruction facilitated through case-based peer discussion. This study also seeks to find out whether ITAs' backgrounds would affect their changes of self-reported and observed usage of language use strategies. Results of this study reveal that online strategy-based instruction facilitated through case-based peer interaction is at least as effective as face-to-face strategy-based instruction facilitated through case-based peer interaction in learning and using language use strategies. Analyses of relationship between ITAs' demographics and changes of their self-reported and observed usage of language use strategies show that ITAs' study experience in U.S. colleges had significant influence on their changes of observed usage of active listening strategies. Themes extracted from the online interviews suggest that strategy-based instruction in this informal online peer-supported case-based learning environment help ITAs to acquire language use strategies and develop abilities to solve teaching problems.