



Evaluation of Teaching – University of Kassel FB 08 School of English and American Studies

1. Objectives of the study

The role of multiple perspectives and the development of language and cultural awareness are at the heart of our empirical studies (cf. Fehling, to be published; Finkbeiner & Fehling to be published; Schmidt & Finkbeiner, to be published) as well as methodological considerations on bilingual teaching (cf. Hallet 1997, 2003, [state of reseach](#)). On the one hand the studies pursue the goal of researching scripts (cf. Finkbeiner, to be published, Finkbeiner & Fehling to be published; Finkbeiner & Koplin, 2000, 2001, 2002) of young people in the participating European countries. On the other hand, further information should be gained from the video recordings and via qualitative data from the questionnaires about cultural connotations in the teaching undertaken in each of the countries involved.

2. Empirical Studies

Empirical studies were carried out in Germany, Poland and France in grammar schools in the period between September and October 2002.

The participants were German, Polish and French pupils aged between 16 and 18 (n = 193). Bilingual teaching was the main focus. The target languages used in bilingual classes in the various countries are English (Germany, Poland and France), German (Poland and France) and French (Germany and Poland).

The studies were made up of the following elements:

- **Video recordings**
- **Lesson evaluations by teachers and learners**
- **Use of questionnaires**
- **Evaluation of the Comenius 2.2.c course in Carlisle (11- 17 Januar 2004)**
(→ www.uni-kassel.de)

2.1 Videos and lesson evaluation

In order to be able to extricate the specifics of bilingual teaching in the countries participating in the MOBIDIC Project, bilingual teaching in the individual countries was videoed. From the outset the participating institutions agreed to produce videos in the lessons on the topic of MIGRATION, in order to guarantee standardisation and thus comparability of data.

A further condition was to film respectively one introductory lesson and a revision or practice lesson with phases of group work and phases of up-front teaching.

Subsequent to the lesson the participating colleagues were able to comment on the lessons they had given. This reflection directly after the lesson was also recorded on video and in writing.

Furthermore the pupils in the lesson were given an evaluation sheet so that they could comment on the particular lesson:

- EVALUATION SHEET I ([EVA I](#)): Introductory lesson
- EVALUATION SHEET II ([EVA II](#)): Revision and practice lesson



2.2 Use of questionnaires

Furthermore within the framework of the study the following questionnaires were used with German, Polish and French pupils and teaching staff¹:

- 1.) [EFBS](#): Attitude questionnaire for pupils and staff
- 1.) [MIGRA-ANTE](#): Beforehand
- 1.) [MIGRA-POST](#): Afterwards
- 1.) [LEP](#): Teacher Profile Questionnaire
- 1.) [SCR](#): School and Curriculum Framework Conditions

The *EFBS* is a questionnaire designed to ask questions regarding the attitude of the pupils towards bilingual teaching. Using the questionnaires *MIGRA-ANTE* and *MIGRA-POST*, the scripts and topics on the Migration are examined with German, Polish and French young people. The youngsters received the questionnaire *MIGRA-ANTE* at the beginning of the "Migration" unit and the questionnaire *MIGRA-POST* at the end of the class. In this way it was possible to examine whether the scripts and topics on the subject changed during the taught unit.

The *LEP* was used to glean information about the teaching methods used in the lesson from participating teachers. Using the *SCR* information could be gleaned about the specific scholastic and curricular contexts of the countries participating in the project.

3. Evaluating the data

As the data obtained is both qualitative as well as quantitative, various evaluation methods have been used to evaluate the data.:

- SPSS (*Statistical Programme for Social Science*) (SPSS, 2003)
- Qualitative Inhaltsanalyse (Huber & Mandel, 1994; Mayring, 1999)

The videos were analysed using the COLT scheme of Spada and Fröhlich (1995). Using COLT (*Communicative Orientation of Language Teaching*), originally developed for MFL teaching, the lesson can be analysed in a differentiated manner as can be illustrated by the following quotation from Spada & Fröhlich (1995, p. 1):

Depending on the user's goals, the scheme may be used to describe particular aspects of instructional practices and procedures in L2 classrooms, to investigate relationships between teaching and learning, to sensitise novice teachers to different aspects of the instructional process or to encourage more experienced teachers to reflect on teaching practices.

This scheme has been extended by Finkbeiner & Fehling (2003) to the specifics of bilingual teaching and adapted to our project aims and objective. To do this, an analysis was also made into the way a *change of perspective* takes place during the lesson.

This means there was a detailed investigation into whether both the teachers as well as the learners approached the topic of Migration from one single perspective or from several perspectives.

¹ The questionnaires were translated by the project partners into the appropriate languages, so that pupils could complete the questionnaires in the official language of tuition (Polish, French, German). At this point we should like to express our grateful thanks to our French and Polish colleagues for their translation of the questionnaires.



Furthermore the aspect of code-switching became the focal point, i.e. the videos were analysed from the point of view of how frequently and in which teaching phases the native language (L1) or the target language (L2) were used in the class by teachers and learners. Another focal point was the analysis of teaching units, in which aspects of Cultural Awareness and Language Awareness can be observed.

4. Results

Collection and collation of this very extensive body of data has now finished. At present data evaluation and interpretation are being carried out. This scientific analysis is due to be concluded and its overall results presented by July 2005.

5. Literature

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