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## An observation grid for analysing bilingual geography teaching (from the perspective of integrating content subject and language).

### I. General Information (on classes / study groups)

Stage: \_\_\_\_\_

Number of Students: \_\_\_\_\_ male: \_\_\_\_\_ female: \_\_\_\_\_

Foreign language teaching in the target language (L2):

Target language: \_\_\_\_\_ since \_\_\_\_\_ years, i.e. since class

Class \_\_\_\_\_

Bilingual teaching in specialist subjects:

Bilingual Specialism	Since Year....	Number of hours per week on content subject

## II. Linguistic Aspects

1. Which languages were used in the observed bilingual geography lesson / video clip?

Native language (L1): \_\_\_\_\_  
 Target language (L2): \_\_\_\_\_

2. How would you rate the proportion of target language (L2) to native language (L1) (as a percentage e.g. 80 % to 20 %)

	Teacher	Students
Proportion of target language (L2)		
Proportion of native language (L1) (L1)		

3. In what phases is which language used?

Please cross as appropriate

1 =constantly; 2 = frequently; 3 = sometimes; 4 = seldom; 5 = never

Phase		By the teacher					By students				
		1	2	3	4	5	1	2	3	4	5
Introduction/ Motivation	Target language (L2)										
	Native language (L1)										
Problem solving/ Creating hypotheses	Target language (L2)										
	Native language (L1)										
Processing	Target language (L2)										
	Native language (L1)										
Presentation	Target language (L2)										
	Native language (L1)										
Evaluation	Target language (L2)										
	Native language (L1)										
Learning Outcome	Target language (L2)										
	Native language (L1)										

Consolidation	Target language (L2)												
	Native language (L1)												
Application / Transfer	Target language (L2)												
	Native language (L1)												

Note: The phase grid used here and in the following sections is only a model and may be modified at any time.

### III. Content: Geographical Aspects

- Which subject-specific skills are included in which teaching phase? For example
  - Reading, processing and evaluation of topographic and thematic maps
  - Drawing up a map
  - Understanding a legend
  - Evaluating or producing diagrams
  - Converting a text to diagram form and vice-versa.
  - Evaluation of pictures / photos
  - Evaluation of aerial and satellite photos etc.

Note: The phases do not have to necessarily refer to one single lesson.

Subject specific work (skill)	Phase	Language used	
		Target language (L2)	Native language (L1)

- During the geography lessons what methodological principles are evident or are applied?

- Problem orientation
- Learning by example
  - Reference to everyday situations
  - Reference to pupils' own lives
  - Current issues
  - Others: \_\_\_\_\_

- Was there a content learning outcome ?

- yes
- no

If yes,

- written form: Blackboard, OHP
- purely oral
- other form: \_\_\_\_\_
  
- in the target language (L2)
- in the native language (L1)

#### IV. Language and Content

1. In which phases does code-switching occur? Please indicate the change of language with arrows, e.g. French > German: F > G

Phase	Code-switching Language > Language	By whom? Teacher(T) Student (S)	Possible reason/ Hypotheses/ Observations
Introduction / Motivation			
Problem Solving/ Creating Hypotheses			
Processing			
Presentation			
Evaluation			
Learning Outcome			
Consolidation			
Application / Transfer			

NB: The grid used here and below can be modified as desired.

2. When are new subject specific terms clarified?

- prior to processing (subject specific linguistic preparation)
- during processing
- after processing
- at another time : \_\_\_\_\_

3. Is there vocabulary work on subject specific terms in the target language (L2)?

yes

- no

If yes, \_\_\_\_\_

- taught formally , how: \_\_\_\_\_
- taught incidentally, how: \_\_\_\_\_

4. Is there subject-specific vocabulary work in the native language (L1)?

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- yes
- no

If yes,

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- only expressed orally (translation)
  - through writing
  - incidentally in context
  - taught in any other manner
- 

5. Are errors corrected in the target language (L2)?

- yes
- no

If yes, correction of

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- pronunciation (general language)
  - incorrect grammar (general language)
  - geographical terms (subject specific language)
- 
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## V. Intercultural Aspects

1. Are there cultural scripts or concepts which

- have the same written form in the target (L2) as well as in the native language (L1), but which have a different meaning
- describe the same content but use different words in both languages
- are difficult to explain or cannot be translated
- are historically enshrined
- have different terminology for culturally common, identical phenomena?

yes  
no

If \_\_\_\_\_ yes, \_\_\_\_\_ identify \_\_\_\_\_ them:

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Are these cultural scripts accepted and adopted as a topic?

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- yes
- no

If yes, how?

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2. Are issues tackled from multiple perspectives? (i.e. consideration of an issue from different perspectives)?

yes

- no

If yes,

- different group or individual perspectives
- perspectives of different standards
- perspectives of different times
- perspectives of different locations
- other: \_\_\_\_\_

## VI. Conclusion and Analysis

1. What impression have you gained regarding the use of language by teacher and pupils whilst observing this CLIL geography class?

The amount spoken by the teacher is

- greater than in a "normal" geography lesson
- comparable with a "normal" geography lesson
- less than in a "normal" geography lesson

Possible reasons?

\_\_\_\_\_

2. In your opinion, during which phases is the use of which language (target language (L2), native language (L1) appropriate and important? (can be irrespective of the observed lesson)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Further comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_