

## **Questionary. Germany.**

### **1. Is the input (texts, real objects, models...) appropriate?**

The input is appropriate in following terms: there is a broad use of electronic media like smartboard, pc or calculator, and of worksheets. The use of smartboard and pc was effective. Opportunity is given to participation of all students. The teacher is either a native speaker or has a proficiency in English. The topic is explained on clear examples. The pupils are motivated to try to solve mathematical problems on their own (worksheets) and in front of the class on the smartboard.

### **2. Is the topic clearly selected?**

- + The topic can be identified as clearly selected if it is a part of the national curriculum.
- There was no indication to the lesson plan: a) how many lessons belong to the topic before and after this particular lesson?
- b) it was not clear, what the pupils had already learned up to the point of the lesson
- c) There was no indication if the pupils had already had the lesson to the topic and had previously learned the terms in their native language.

### **3. Was the foreign language (English) used effectively?**

- + English language was spoken either by the native speaker or by s.o. with very good command of English. It was spoken fluently and gave a best errorless example for the pupils.
- From the video it was absolutely not clear if the language was completely understood by all pupils. It might be, that the pupils oriented themselves by the pictures on the smartboard and numbers only. In this case it is not very effective for pupils with less command of the target language.

It should be made clear that:

- a. the situation of the lesson cannot be taken for everyday reality: there was only a small group of pupils who took part in the lesson, not a regular class of 22-32 pupils
- b. the tempo of the lesson was very fast, by which only the pupils with native language or alike can fully understand the contents
- c. the pupils were not given opportunity to speak on their own, like to ask questions or to say something other than repeating in choir. It was not clear how much of the language they understood. This means, there was an input, but no output.

### **4. Who should teach this kind of lesson: English teacher, Maths teacher or both?**

Mathematics teacher with good command of both target and native language.

### **5. Should the be terms given in both (L1 and L2) languages?**

The terms in the native language should have been either given before the lesson or parallel.

## **6. What about the class context? number of children, class disposition, class management, student motivation, teaching style...**

It's a luxury to give lessons in small groups and have big classrooms with interactive smartboard, individual pc places for pupils and two teachers to support. The real situation is often different.

The lesson gave an impression, too, that it was not an everyday situation of school life.

- a) It was held in a very fast tempo which didn't give the pupils time to develop self-motivation.
- b) There was no group work or opportunity to develop a project. The only other work method as frontal (teacher is explaining in front of the class, pupils are passive and repeat after the teacher) was working with a partner on the similar tasks and checking the results afterwards.
- c) We had an impression, that it is not possible to held such kind of a lesson for 45 Minutes and keep the class motivated because of high intensity of the attention. There should be variation of activities.
- d) Mathematical contains were taught without any relation to everyday life/situation. The topic was taken out of practice. We missed any explanation for the pupils why these contains are relevant for their life.

## **7. Do students understand the subject contents?**

It was not clear from the video if all pupils have understood the contents, but they had an opportunity to check their results with each other and in class. They might have understood the principle and might be able to solve similar examples, but it is still a question if they will be able to apply the gained knowledge in everyday situation if needed.

## **8. What are the expected results? Should the results be monitored?**

For us, the expected results are those connected with logical and independent thinking of the pupils. That means, after the topic had been introduced, learned and the results were tested, the pupils must be able to apply their knowledge. This can be enabled by project work by solving problems or creating examples for other pupils, etc.

## **9. Do you think CLIL lessons are enough included in our national curriculum?**

Officially, in Germany we have a form of CLIL which refers to only bilingual education. In this form school subjects and terms are taught only in a target language on the level of native speakers. The teachers who teach in bilingual schools (Europaschule) are normally native speakers. We miss the form of CLIL in which terms are taught in both languages and any teacher with a good command of a target language may teach such kind of a lesson.

## **10. Other observations**

Our first impression was that the lesson had no phases in its lesson plan: like a ritual and the introduction of the topic and its main points at the beginning of the lesson, there was no smooth progression from one phase of the lesson (like an explanation of the topic) to another (working on the topic or checking the results). Why were there two different contents?

