

Questionnaires



Framework

- Written questionnaires for teachers and teacher trainers
- Mathematics and Language teachers/trainers
- Distributed to teachers and teacher trainers in the participating countries
- Answers: 279 teachers, 58 trainers (45+13)
- Quantitative and qualitative analysis

Content of questionnaires

- Five parts
 - Personal data
 - Prior experiences
 - Present opinions
 - Expectations
 - Professional development

Examples of questions and answers 1

- Part 1: Assess your foreign language competence (European Language Portfolio)
 - Those who are used to the ELP levels assess themselves mostly as ~B2, many can not assess themselves

Examples of questions and answers 2

- Part 2: Is there any cooperation between you and a maths/language teacher?
 - The answers were country-specific, but overall ca. 10% of the teachers had cooperations
 - Also, ~25% of the maths teachers had asked a language teacher about a translation of a maths term or had been asked by a language teacher about meaning of a maths term

Examples of questions and answers 3

- Part 3: What is the biggest difficulty if teacher and pupils do not share the same mother tongue?
 - Misunderstandings
 - Difficulties with explanations
 - Differences everyday language – maths language
 - Lack of exactness

Examples of questions and answers 4

- Part 4: Do you think it would be helpful for mathematical learning that mathematics is taught in a foreign language?
 - Opinions are divided in all countries
 - Pro: Reading math books/webpages/journals in a foreign language, mobility, consciousness about importance of language
 - Con: time consuming, additional difficulty, communication difficulties

Examples of questions and answers 5

- Part 5: Do you think language teachers can profit from co-operation with maths teachers?
 - Answers are very country-specific
 - Some agree almost completely, others disagree widely, others are divided
 - Pro: Good to learn analytic skills, broaden your expertise
 - Con: Mix of subjects that are too different in teaching styles, confusion upon technical terms