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Instructional Quality in the Intercultural English Lesson
– a Video Study

Within the last years, numerous studies have been brought forward about the quality of teaching, which describe universal criteria of good classroom teaching. Recent research additionally increased the importance of didactical and content-related characteristics of „good classroom interaction“. So far, the focus of these studies has been on mathematics and science teaching. Broadening the view of former research, the goal of the present inquiry is the analysis of English lessons which deal with intercultural issues. The concept of the inquiry follows the idea of the „offer-takeup-conception“ („Angebots-Nutzen-Annahme“) of classroom learning.

The study's focus is the analysis of instructional quality in intercultural English lessons which encourage interest and a sensitive view on cultural differences, while considering students' cognitive and intercultural preconditions.

The empirical realization happened within the preliminary the DESI-Study (Deutsch-Englisch-Schülerleistungen International; German-English-Student Achievement International). The analysis included ten English classes in the 9th and 10th grades of different school types. In October 2002 two English lessons within each class were recorded. After the video recording, the students (with a total number of 220) were asked about their perception of the English lesson as well as about their individual learning results. Each video was digitalised and transcribed. The English lessons were analysed from an observer's perspective, the pupils' perspective and from the teacher's perspective.

The data analysis revealed direct correlations between the individually perceived interest about the intercultural topic and different teaching dimensions. When instruction takes into account personal experience of students, they more often contribute illustrations and thorough comments. These illustrations go beyond the teacher's contributions and influence the students' thematical interest in a positive way. Implementing group work and individual work has a positive effect on changing interest in the intercultural topic. Moreover, the study confirms a positive influence of individual cognitive prerequisites and students' intercultural sensitivity for the individually perceived learning result. English lessons which take into account students' experience and the teacher's intercultural experiences are also connected: If teachers have lots of international experience and interest in intercultural matters, then they are more likely to let students include their personal

experiences in the classroom discourse and to deepen the discussed issues. Furthermore, the study reveals the importance of group work and individual work within the classroom setting to motivate interest and curiosity of students. The results provide first indications for relevant individual and classroom dimensions for the learning outcome in intercultural English lessons.